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ABSTRACT

During the period 1976-77 through 1977-78, Stark Technical College (STC) conducted a project to increase minority opportunities and participation in technical education. Three task forces were created to study issues and develop program models to achieve this end. The Task Force on Student Retention devised a plan incorporating a role model recruitment program; a summer technical camp for junior high students; topical training programs for faculty, staff, and students; campus satellite course programs; and a slide presentation about STC student life. The Task Force on Recruiting and Financial Aid proposed a model including a summer college day at STC, a Portable Technical Education Information Display Unit, and a financial aid presentation for parents and students. The Task Force on Adult Education recommended strategies to encourage adult minority enrollment through off-campus learning activities, an older student office on campus, transportation assistance, and the use of advisory councils. This document contains the reports of the three task forces, which summarize activities and goals and include the program models. Appendices contain: (1) a proposal for an academic excellence program directed at elementary and junior high schools; (2) a report on a consortial approach to pre-college engineering education for minorities; (3) excerpts from the STC alumni review; (4) an outline of a project to foster interest in math, science, and engineering; and (5) a program description for black student retention. (KL)

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ED213441

MINORITIES IN TECHNICAL EDUCATION

COMMUNITY TASK FORCE

for

EXPANDING MINORITY OPPORTUNITIES

IN TECHNICAL EDUCATION:

A CONCLUDING ASSESSMENT

STARK TECHNICAL COLLEGE
6200 Frank Avenue, NW
Canton, Ohio 44720

June, 1978

JC 790 544

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INTRODUCTION

INTRODUCTION

During the 1977-78 academic year Stark Technical College was funded for a second year by the Ohio Board of Regents for a Title I project, "Expanding Minority Opportunities in Technical Education." The first year of the project focused on educating community leaders concerning the scope and intent of technical education. The second year of the project focused on four discrete tasks, to design program models for (1) Financial Aid; (2) Student Recruitment; (3) Student Retention; and (4) the Adult Student.

It was clear to community participants and college personnel alike that successful implementation of the four models which are to follow will not be automatic nor easy. Limited institutional resources and a lean staff structure put considerable constraint on what the College can do on its own to initiate change.

Out of such constraints, however, can come creative solutions that would not come to mind if abundant resources were at hand. Encouraging minority participation in technical occupations is an undertaking which a single community institution could not initiate successfully on its own and be successful, even if it had the resources.

The successful outcome of the first year's program was the dialogue initiated between the college and the community. It is a dialogue which must be sustained and expanded if the following recommendations are to have an impact on the community. The area of communication is at the very heart of the issues toward which Title I directed its efforts.

People listening to people. A single individual listening to the message of a fellow individual. This is where the Title I program began and where its potential for success in the community lies. The project must continue to

support and encourage this fundamental tenet of a genuine community structure where play, work, education, and civic conversation go hand in hand.

A solid framework of community cooperation must premise the recommendations herewith submitted for consideration and review. Such cooperation, to be successful, will entail an additional expenditure of time, effort, and concern on the part of each of us.

Only then will the term "minority" vanish from our vocabulary as a term which differentiates a group apart from the mainstream values of community life. Economic and social integration is possible; technical education is a solution. The task ahead is substantial; the road to success fraught with many detours. This is only the beginning, albeit the formal conclusion of the project.

PROGRAM MODELS

TITLE I

TASK FORCE REPORT

ON

STUDENT RETENTION

COMPILED AND EDITED BY
Mr. Arthur Moyer, Instructor
General Studies Division
Stark Technical College

PREFACE

This report is dedicated to "Making success a reality for all Stark Technical College Students."

The Title I Retention Committee unofficially adopted the following motto: "COLLEGE IS POSSIBLE FOR EVERYONE TODAY; STC IS POSSIBLE."

TITLE I RETENTION TASK FORCE REPORT

1977-1978

Progress to Date:

During the 1976-1977 phase of the Title I project, college and community leaders identified the area of student retention as critical for on-going study. Thus a task force was appointed to do a thorough analysis of student retention policies and practices at Stark Technical College and design programs to reduce any problems that interfere with student success. The committee has met in working sessions throughout the past year and is presenting its findings and programs for consideration to the faculty, administration, and the Stark Technical College Board of Trustees in this report.

Retention Task Force Members:

Dr. Rosemary Johnson
Community Coordinator
Director of Human Relations
Canton Local School District

Ms. Pat Byrd
Program Director of WHBC
Staff Member, Canton Urban League

Ms. Pat Hudson
Youth Counselor
Massillon Urban League

Mr. Ted Dent
Ugite Gas Co.
District Manager
Akron

Mr. Art Moyer
College Coordinator
Coordinator of the Humanities Dept.

Mr. Chet Mazer
Director of Developmental Education
Stark Technical College

Reverend Mel Lydeig
Pastor First Mennonite
Canton

Special Guests:

Ms. Jolaine Wilcox
Alumni of STC
Accountant at Massillon Urban League

Ms. Agnes Wyatt
Counselor
McKinley High School

Special Guests Cont'd.

Mrs. Evie Johnson
Reading Specialist
Canton City Schools
Parent of former STC Student

Ms. Carol Lombardi
Elementary Counselor
Canton Local Schools

Mr. Wally Hoffer
Counselor
Stark Technical College

Mr. Ron Armitage
Director of Student Services
Stark Technical College

JoAnn Howard
Staff Member
Canton Urban League

Two Year Summary of Title I

Phase I: 1976-77

During the first year of learning from and training with community leaders about technical education, student retention was identified as a major concern in numerous sessions. At the conclusion of this first year, the project director and Title I staff cited the following recommendations for continued research and development.

1. Stark Technical College should concern itself with the cognitive and affective development of the minority student. Emphasis needs to be placed in the cognitive areas of basic skills development; under the affective domain successful role models which project a positive self-image need to be promoted.

2. Motivate minority students to upgrade their basic skills in order to prepare them to handle the rigorous academic program at the College.

3. The College should hire black faculty and counselors to assist minority students in solving problems which hinder success--social and academic--at the College.

4. An attempt to identify and involve minority students in Stark Tech activities should be made.

5. A slide presentation should be prepared showing the successful minority student and minority graduate.

6. Involve successful minority graduates in programs to promote black success among students and alumni.

7. Establish a black students' club to promote a positive self-concept among black students and others.

8. Encourage guidance counselors at the elementary level to promote general career models as part of career and job awareness.

9. Peers need to be used to positively influence newly enrolled students at Stark Technical College. Implementation of a peer group approach should focus on a "winners" concept of a positive self-image.

10. Increase minority representation on Stark Tech's faculty and administrative staff in an effort to promote success models for minority students.

11. Develop a program to modify parental attitudes so that self initiative and self improvement are promoted among the area's youth.

The retention task force was created and mandated to study these recommendations and any other concerns that affected successful and unsuccessful student life at Stark Technical College. Also this committee was charged to publish their conclusions and recommend to the College such programs of action that would enhance student retention.

Phase II: 1977-78

During the second year of Title I the Retention Task Force met in six specially designed sessions dealing with student retention. There were also numerous informal planning and consultation meetings with the Title I Staff and Steering Committee.

Session 1: November 21, 1977

During session one the committee met to review the year's charge and become acquainted with each other and discuss mutual professional training, work experience and present job responsibilities. Considerable discussion was also focused on the recommendations of the first year's work of the Title I Task Force.

Session 2: December 12, 1977

Several guest counselors were invited to this session to speak about student experiences at the elementary, junior high and high school level. Our guests were:

Ms. Carol Lombardi, Elementary Counselor, Canton Local Schools
Ms. Agnes Wyatt, Guidance Counselor at McKinley High School
Ms. Evia Johnson, Reading Specialist, Canton City Schools

A lively discussion ensued that confirmed the significance of emphasizing the role of math, sciences, and English particularly beginning with the junior high level and continuing throughout high school to insure adequate entry level knowledge for a technical career.

Session 3: March 30, 1978

The group was unable to meet for some time due to hazardous weather conditions. During this session, Dr. Rosemary Johnson was introduced as the new community coordinator replacing Ms. JoAnn Howard, who left her position with the Urban League. The task force identified the following four models for program development and research:

1) Task Force Meeting with STC Students.
2) In Service Training Program for STC Faculty and Staff.
3) Development of Student Slide Presentation.
4) Minority Faculty and Staff Recruitment Program.

Session 4: May 2, 1978

Session four was a student-task force luncheon and discussion format. A random group of black and white students from various technologies were invited to discuss the following topics:

1) What attracted these students to Stark Technical College?
2) How did their expectations match with their experience?
3) What kind of problems have they encountered, i.e., financial, social, academic, with staff, etc.
4) How do their family and friends view Stark Technical College?

5) What kind of supportive resources have you found or not found at Stark Technical College in faculty, staff, etc.

The following is a synopsis of the students' concerns and suggestions.

SUMMARY OF STUDENT RECOMMENDATIONS
FROM TITLE I RETENTION LUNCHEON:

1) Create test-out exams for each course

2) Clarify attendance policy

3) Stress financial aids available to students

4) Provide for evening bus transportation

5) Design more outside school activities

6) Develop a pre-assessment program for all general studies courses

7) Gain more cooperation with Kent State University

8) Hire black faculty

9) Clarify how to resolve any course conflicts that arise between an instructor and students

Session 5

This was a planning and evaluation session of our work to date. Various programs were discussed in consideration for the final report.

Session 6: June 16, 1978

During this session, final program models were presented and discussed. The task force asked Art Moyer to draft a final report which was to include a program statement on the following areas:

I. Faculty-Staff In-Service Workshops

A. Regarding Faculty - Student Concerns

1. Course Conflicts
2. Attendance Policies
3. Failing Students

B. Regarding the College's new Affirmative Action Program.

C. Regarding Planning between Department Heads and Task Force in relation to Minority Recruitment

II. Off Campus Satellite Courses

A. Canton, Massillon, and Alliance

B. Utilizing team teaching concept

III. Development of a Slide Presentation Depicting Student Life at STC.

A. Involve Alumni and attending students.

B. Utilize recruiting and information seminars during high school home room periods, at P.T.A. meetings, etc.

IV. Hold a Technical Summer Camp for Junior High Students

V. Hire full and part-time minority faculty to provide adequate role models throughout the life of the college.

A. In each Technical Division

1. Business
2. Engineering
3. General Studies
4. Allied Medical

B. Student Services

C. Secretarial

D. Administrative

E. Custodial Services

VI. Publish an annual report to the College and Board of Trustees regarding the status on minority student growth and related programs.

GENERAL REPORT AND STATEMENT OF EMPHASIS

In concluding our two years of study with regard to retention needs at Stark Technical College, the following areas appear as critical for successful retention at STC:

1) Continue and strengthen specialized programs provided by the Department of Developmental Education.

2) Develop and foster a mixed peer emphasis of black and white students and faculty working together when making public presentations.

3) Hold informational seminars in order to educate and update school counselors about technical education, new programs and technologies at Stark Technical College.

4) Impact students at the Junior High level regarding the value of taking math and science courses if they are interested in some kind of technical career. At a future faculty-student seminar, the role of parents could be explored within the on-going programs at Stark Technical College.

II. ACTION MODELS FOR STUDENT RETENTION

A Statement of Philosophy:

After two years of intensive study of technical education and student life at STC the retention task force has arrived at the following findings:

First: A systematic program for student retention is essential in an open door admissions system.

Second: Our research indicates that today's students are more responsive to an "Active Orientation" that stresses initiative from the counselor(s) in a "lets make it happen" attitude versus a traditional passive style of students seeking out a counselor when they have a problem(s).

Third: For student learning to be successful there must be a relaxed environment where the student is made to "feel" accepted. The absence of minority role models within the faculty and staff does not reflect a realistic learning atmosphere for the entire student body.

Fourth: In light of the previous statement, the task force also advocates that all programs i.e., recruitment, retention, athletic, instructional etc. should demonstrate a cooperative effort of majority and minority students. Our research did not find a need at this time for specialized minority programs, but a preference for creating a cooperative image of black and white faculty and students working together at STC.

Proposed Programs of Action

The task force believes the following programs should be instituted at STC in conjunction with other ongoing retention programs. These programs should help in providing students with the additional support to graduate with success and confidence.

1. Develop a Role Model Recruitment Program

Through discussions with STC students, fellow faculty and community leaders, the task force has found a need for the college to hire minority personnel who can serve as role models. There should be minority role models in every major division within the college; namely, I. Instructional - Business, Engineering, Allied Medical, and General Studies Division, II. Student Services, and at the III. Administrative level. This recommendation is the cornerstone to successful

completion of other recommendations in this report and the basis for continuing the ongoing mission of the Title I Program.

In order to accomplish this recommendation of placing minority faculty and administrators in every major area of the college, a formal recruitment program would need to be established. This seems to be the most effective approach used by other institutions with similar concerns. Likewise, most successful minority recruitment programs should state clear institutional and divisional objectives in coordination with the college's affirmative action program. Also, a specific goal is established regarding the number of minority staff that will be hired and by some agreed upon time line.

Special Resources:

KEDS Program
Title I Task Force Members

2. Sponsor a Summer Technical Camp for Junior High Students (see enclosed proposal).

This would be a flexible one week camp held at STC for all interested junior high school students. Minority and majority students should be recruited in fairly equal numbers. Through this program, students would be given an opportunity to tour the college, meet technical instructors from all the major technologies and engage in specially designed simulated technical activities. Also, specially designed learning activities would provide a first-hand experience in technical subjects and illustrate the value of using skills in math, science, and English.

3. Institute Topical Faculty-Staff-Student Service Training Programs

As a result of our study there seems to be sufficient interest and concern to merit further examinations in the following areas:

A. Clarifying the role of a Student Retention Program.

B. Discussing the new Affirmative Action Program being developed at STC.

C. Investigate Student Complaints regarding:

1. Faculty's arbitrary use of attendance policy
2. Course-Conflict Procedures

Resources: Dr. Milton Hillary, Retention Consultant
Title I Task Force Members, especially the Rentention Task Force Group

4. Develop and Offer Campus Satellite Course Programs

In order to attract minority students to STC and insure a successful adjustment to college life, this task force recommends that general introductory level courses should be offered in a familiar learning environment for first time students. Team teaching could be utilized, which would match up minority community leaders with STC faculty. Suggested site locations would be in facilities easily accessible and familiar to minority students in Massillon, Alliance, and the Canton metropolitan area.

Resources: Evening College Program

5. Develop a Slide Presentation about Student Life at STC

This slide presentation should depict student life and opportunities at STC. This slide presentation could be used in high school home rooms, educational seminars, PTA meetings, etc.

Resources: STC - KSU, AU Resource Personnel

CONCLUDING STATEMENT

The community-college Task Force on Student Retention at Stark Technical College is pleased to submit this report of their two year study for several reasons. First, it appears that minority student enrollment has significantly increased at STC as a result of the joint Title I efforts. Secondly, part-time minority faculty have been hired as well as a full-time counselor in Student

Services. The retention task force views this as an excellent beginning. A third factor is that our work has also indicated that the STC faculty, students and administration have a genuine concern with minority needs and concerns. Thus, in light of this spirit the retention task force respectfully has begun to develop an effective institutional affirmative action program. The task force believes the STC academic program to be outstanding and sees it as offering new career opportunities for minority students in this area. Likewise STC has begun to develop the necessary developmental education and faculty enrichment programs that should maintain a continued high quality of student and faculty performance.

Thus in light of the progress to date at STC and in the spirit of desiring to strengthen its programs in relation to retaining students, the Title I Retention respectfully submits the enclosed recommendations for your consideration and action in order to continue the Title I efforts at STC and insure the continuing high standard of educational offerings to all students in this area.

TITLE I

TASK FORCE REPORT

ON

RECRUITING AND FINANCIAL AID

COMPILED AND EDITED BY
Mr. James Ladson, Systems Analyst
The Timken Company
Mr. Alan Steffen, Development Officer
Stark Technical College

TITLE I

Community Recruiting and Financial Aid Model for Technical Education

The Community Recruiting and Financial Aid Model for Technical Education developed under Title I, Phase II includes three major divisions. The first is a Summer College Day for students at Stark Technical College, the second is an ongoing Portable Technical Education Information Display Unit, and the third is a financial aid presentation program to orient parents and students to procedures and financial aid forms that are required before financial aid can be awarded.

The initial step in implementing the first two programs is to obtain funding. The College's Development Office and Student Services Division will work with a core group from the Title I Task Force in tapping appropriate sources in the minority community, labor unions, affirmative action programs in business and industry, as well as government and private grants. This activity should begin as early as possible during the summer of 1978, and should result in sufficient funding by March 1, 1979 so that a counselor can be hired to coordinate the program.

The counselor, to be selected by the Office of Student Services, should ideally be a minority person with training in public relations, developmental education, financial aids and the ability to work with the mature, non-traditional student. Due to the broad variety of requirements, it may be necessary for the counselor to undergo inservice training with the Director of the Title I Project, the Director of the Evening College and Continuing Education, and the Coordinators for Financial Aid and Admissions.

COLLEGE DAY FOR STUDENTS AT STARK TECHNICAL COLLEGE

"College Day for Students at Stark Tech" was designed by Title I Task Force representatives to provide minority students in junior and senior high school with the opportunity to learn about technical career options available to them through Ohio's system of technical colleges.

The program will consist of small groups of students, ten to twenty in a group, who will go on a tour of the Stark Technical College campus; they will participate in orientation strategies which will consist of simulation activities in the business and engineering technologies. Experiments and demonstrations will be conducted in the laboratory facilities of Stark Tech to give students a direct experience with technology. In the business technologies simulation strategies will be developed for accounting, computer programming, banking, and business careers. The engineering simulation will be in industrial, mechanical and electro-electronic technologies. There will also be a special technical simulation in fire science. The importance of mathematics, communication skills, and the sciences during the junior and senior high years will be stressed if a student expects to be successful on the college level.

Stark Technical College's faculty and students will be utilized as guides and resource personnel throughout the entire program. Lunch will be provided at the college for participating students. At the lunch break students will be acquainted with financial aid procedures and resources using a question and answer format.

THE NEED

As a result of a preliminary evaluation session held by the Title I Task Force on March 25, 1977, this program was developed by the Title I project staff. It was the concensus of community leaders and college personnel that minority

students were not receiving information on technical education which could be used as input in the career planning process.

TYPICAL PROGRAM

9:00 a.m.	Students leave for the college (transportation provided by the college when necessary).
9:30 a.m.	Arrive and orientation and registration. (Name and address of each participant) Welcome to the campus by designated college representatives.
	Pass out student kits with agenda, map of campus and general material related to Stark Technical College.
	Tour of the campus facilities by Stark Tech students and faculty.
10:30 a.m.	Engineering or business simulation.
	Note: The engineering simulations will be in three modules of one-half hour each in civil, mechanical, and electrical/ electronics simulations. Likewise, the students that are in the business simulation will select three of the five options available to explore during that hour and a half. All students will be involved in both the engineering and business simulations. One session will take place in the morning and the other in the afternoon.
12:00 - 1:00 p.m.	Lunch and rap session with counselors concerning admission procedures, financial aid, and student life on campus.
1:00 - 2:00 p.m.	Afternoon simulation: the business simulation consists of Computer Programming, Banking, Accounting and the Secretarial Technology. Also an exposure to the Fire Science Technology will be an available option.
3:00 p.m.	Both groups reconvene for a general wrap-up session. Questions, answers and snack.
3:20 p.m.	Written evaluation by each participant.
3:30 p.m.	Students leave college.

OBJECTIVES

The objectives of the project are:

1. To expose small groups of minority students from Stark County to career opportunities as technicians and paraprofessions.

2. To provide students with simulated experience in the fields of business and engineering technologies using simulation techniques in six or seven specific technologies.

3. To develop an effective recruitment technique for minority students (N.B. this recruiting technique would also be applicable for all students on the secondary level).

4. To implement two orientation sessions for approximately 250 students.

5. To stimulate the intellectual curiosity of students in technical careers.

6. To motivate students to pursue mathematics and science programs during the course of their secondary schooling to prepare for career opportunities from technical education.

7. To expose students to successful Stark Tech alumni in their respective technologies.

The timetable for development might be as follows:

August 1, 1978 - March 1, 1979	Funding plan developed
November , 1978 - March 1, 1979	Student Services develops program on paper
March 1, 1979 - April 1, 1979	Student Services interviews and hires counselor
April 1, 1979 - June 1, 1979	Contacts made by counselor with CETA, churches, and community agencies to begin plans for student visits to the college. Written plans disseminated.
June 15, 1979	Student visits to the college begin.

The number of college days held on campus will be determined by the response received during the contacts made during April and May by the counselor. At this time it is estimated that at least six programs will be presented during the summer of 1979.

BUDGET SUMMARY

1.	Salary and Wages	
	a. Project Director	$1,600.00
	b. Special Consultants	150.00
	c. Faculty Consultants	800.00
	d. Secretary	150.00
2.	Employee Benefits	
	PERS	350.00

3.	Program Expenses	
	a. Promotion	300.00
	b. Lunches and Refreshments	600.00
	c. Student Guides	150.00
	d. Transportation	200.00
	e. Postage	25.00
	f. Copy Services	25.00
	TOTAL DIRECT COSTS	$4,350.00

PORTABLE TECHNICAL EDUCATION INFORMATION DISPLAY UNIT

The display unit concept was developed by Title I Task Force representatives to provide information about careers and technical education to minority persons of all ages. The display consists of a large unit (similar to SEMTAP) and several smaller units. The small units will be sufficiently informative so that they can be used alone in areas where space is limited.

The display units will be constructed so that information can be changed periodically. They can be geared to the age group toward which each unit is directed, from elementary children through mature adults. Specific information about Stark Tech can be included in the display, although the general theme of technical education and careers is to be the major thrust. A slogan must be developed periodically to accompany the display. In the schools for instance, it might be "Technical Information Education Week."

The following organizations have been contacted and are receptive to having a unit on display in their facilities. Canton City Schools, Stark County Schools, Canton City Hall, Central Plaza, North East Community Center, Canton Public Libraries, Golden Lodge (AFL-CIO), local church buildings, Boy and Girl Scouts of America, Scouts-Arama (annually), Scouter's Recognition Dinners, summer camps, YMCA, YWCA, Canton and Massillon Urban Leagues. Certainly there are additional potential sites which have yet to be contacted.

The placement of the display will involve a variety of contacts and other activities. The entire process might include the following for placement in a school:

1. Initial contact to explain program and to determine dates, times, age range, etc.
2. Development of theme and materials for display.
3. Distribute materials to all teachers and staff in the building.

4. Be available to describe unit and answer questions (perhaps at a teacher's meeting).

5. Transport unit to and from the site.

6. Make daily check to replenish materials, clean and realign the unit, replace light bulbs and do general maintenance.

7. Conduct a follow-up to determine effectiveness and gather suggestions.

The display should contain a four minute or less slide presentation which will need to be updated and changed from time to time. Some of the information presented should include: preparation needed to enter Stark Tech, places to obtain information on technical education, financial aid, technologies available at Stark Tech, social conditions at Stark Tech, careers available to graduates of technical education and some minority student models.

The cost of the main unit in the display model will be approximately $1,500. It should be constructed by a commercial producer and include a screen for slide presentations, and side panels with electronic push buttons and lights. The panels must be changeable.

The three secondary units will be constructed by the Stark Tech Audio-Visual staff and cost approximately $100 each. The side panels will be used for displaying vital messages such as: technologies, financial aid, college life, technical careers, etc.

A possible time frame for the program might look something like this:

August 1, 1978 - March 1, 1979	Development office seeks funding
February 15, 1979 - April 1, 1979	Student Services interviews and hires counselor.
March 15, 1979 - May 1, 1979	Hire company to build display
November 1, 1979 - April 15, 1979	Student Services and counselor design materials for displays.
November 1, 1978 - June 1, 1979	Student Services and counselor write and prepare written descriptions and informational packets.

April 15, 1979 - July 1, 1979	Make all initial contacts and prepare master calendar.
May 1, 1979 - August 1, 1979	Company builds major display.
March 1, 1979 - July 1, 1979	Audio-Visual builds three secondary displays.
July 1, 1979 - September 1, 1979	Counselor begins distribution of packets and finalizing calendar.
September 15, 1979	Begin display programs.

Costs in addition to the cost of the display will include salary and fringe benefits for a full-time counselor, as well as the cost of either purchase or rental of a van for both programs. The counselor will have as primary duties the administration and coordination of these two programs. The counselor will also be a part of the Student Services staff, assisting in other functions whenever possible.

FINANCIAL AID PRESENTATION

Available financial aid is an integral component in the recruiting process. Stark Technical College, because of its low tuition costs and convenient community location, provides an opportunity for area residents to prepare for rewarding technical careers. Financial aid increases the accessibility of the College's program offerings to those who cannot meet the cost of college through their own resources. Ms. Senia J. Taipale, Coordinator of Financial Aid at Stark Tech, has designed a financial aid presentation to explain what is involved--what forms to use and how to fill them out with the correct information.

The Financial Aid Presentation provides basic, clear-cut information. In an effort to avoid confusion, the program outlines specific steps to be taken by persons seeking financial aid. It does not describe the formula and procedures applied by the financial aid officer, since this information might only serve to confuse applicants.

The presenter makes almost constant use of an opaque overhead projector. Participants also have copies of all materials in their hands so that they can follow along. The first form for review is the Financial Aid Form, which is an application for the Basic Educational Opportunity Grant as well as a needs analysis, published by the College Scholarship Service. The booklet entitled "Meeting College Costs" provided by CSS contains a sample filled in for a dependent student. The presenter "walks through" this form with the participants. A second example, one for an independent student, is also provided. In addition the presenter also "walks through" an Ohio Instructional Grant application for one of the above examples.

A brief question-answer session follows. Display tables are also provided

which present additional information about financial aid and programs of study offered at the participating area colleges.

TITLE I

TASK FORCE REPORT

ON

ADULT EDUCATION

COMPILED AND EDITED BY
Mr. Leon H. Albert, Director
Evening College and Continuing Education
Stark Technical College

A specific focus of the Title I project has been to increase educational opportunities for adult minorities in post secondary technical education. Generally speaking, the overall objective was to afford additional options to black adult men and women who could benefit from technical employment. Among the first considerations was clarification of two key works - defining "minority" and "model."

It was agreed at the first session that this Title I program centered on black minorities. However, it was also agreed that all those suffering from being unemployed and living at poverty levels would embrace other groups - namely, "poor whites," women, veterans, orientals, Spanish speaking and older retired persons, those we might call the structurally unemployed.

"Despite all the training for jobs and make-work employment made possible by government funds, minority unemployment is still high." A blueprint that contains specific objectives and related programs to fulfill these objectives was the consensus for defining "a model." Thus, all concurred that our "model" would have to be constructed for eventual placement in a master plan as part of all three task force groups. At the outset, recognition was given to Stark Technical College as a logical place where an organized effort to recruit many of the adult monority men and women might begin.

Our group resolved to identify and redress pressing community problems through a highly competent task force combined with the expertise and skills of Stark Technical College administrators and faculty.

PROGRESS TO DATE:

During the 1976-1977 phase of the Title I Project, college and community leaders identified a need to strengthen and attract adult minorities in post secondary technical education.

Thus, a task force was appointed to review, examine and investigate new approaches or directions that Stark Technical College may want to pursue to recruit additional students from this sector.

This subcommittee has met in working sessions throughout this past year and are presenting its recommendations and its findings and data for consideration from all echelons of the Stark Technical College complex.

PROFILE OF A TASK FORCE MEMBER

Group members embraced the following characteristics or commonalities:

1. People who have been concerned about quality of life in their community.
2. People who want "the system" to be more responsive to the needs of the people.
3. People who participated in a training and orientation program which provided insights into advocacy theory and methods, as well as specific disciplines demanded.

MAKE-UP OR BACKGROUND OF TASK FORCE:

Doris Gosnell	Director of Nursing for Staff Development - Aultman Hospital
Richard Natural	County Juvenile Court
Don Sciury	AFL-CIO Community Service Representative, United Way of Stark County
Stephen Pressley, Jr.	Canton Urban League
Norma Marcere	Educational Pyschologist, Counselor at STC
George Tzarwhas	Coordinator, Adult Education and Community Education, Canton City Schools

Leon Albert	Director of Evening College and Continued Education, Stark Technical College
Stan Richards	Coordinator of Allied Health and Medical Programs, Stark Technical College
Special Resource Persons:	
Ed Whitmer	Metropolitan Housing
Art Moyer	Department Head, Humanities and General Studies, Stark Technical College
Grady Morrell	Rapid Transit Authority, Canton RTA
Virgil E. Collins	Training Officer, City of Akron

One advantage of this committee was that its members could interact with each other and share their learning, their ideas, and their prognostications.

Knowledge gained from the committee was assembled and used as data to form the basis for recommendations. Committee members pointed out that in an age where work was so rapidly changing, there were no longer any real experts to look to for leadership.

STATEMENT OF OBJECTIVES FROM THIS AD-HOC GROUP

1. Assess and identify programs for adult minority groups in postsecondary education.
2. Provide awareness of unique educational opportunities which could serve as catalysts to Stark Technical College to respond to the needs of adult minorities.
3. Illuminate need to "shore up" ancillary services to be more responsive to these needs.
4. Address changes that should be implemented to provide adequate services to this group.

The committee classified six categories of concern within the adult minority sector. These were considered, reviewed and future plans were suggested.

1. Elimination of access barriers for minority adult men and women.

2. Survey use of satellite or off-campus courses for inner city adult student.

3. Establishing "older student" office.

4. Procure more adequate public transportation for STC adult students for evening college.

5. Design and implement advisory council model for adult minority students.

6. Develop a communication model to recruit minority adults.

For the purpose of this Ad-Hoc Task Force, the definition from Title I of the proposed Higher Education Act, Section 132 is used.

Continuing Education included "programs to affect the knowledge, skills and attitudes of persons who have left the traditionally sequenced educational system." Educational programs offered generally included the areas of:

(1) enrichment
(2) retirement
(3) second careers
(4) advocacy

The population addressed by this task force sub group:

ADULT BLACK MINORITIES

As the result of increasing numbers of adult blacks, the effects of industrialization, urbanization and technical developments creating career obsolescence, and the retirement age law changes, the task force group recognized the immediacy of the need for planning in this area.

Ad-Hoc Committee recommended that adult minorities be involved in the formation and planning stages of programs.

They felt this broad base of community involvement and coordination - a grassroots approach - is not only important in planning, but helpful in developing strategies for marketing educational programs for adult minorities at STC.

The committee recommended and suggested possible methods to reduce access barriers:

1. Implement easier registration procedures - simpler and easier format.
2. Obtain clearer and less cumbersome class listings for courses.
3. Develop greater use of make-a-phone registration systems.
4. Plan adult orientation programs and invite minority groups.

AD-HOC TASK FORCE

Stark Technical College should encourage adult minority student enrollment by:

1. Providing extension classes at various senior centers.
2. Promote an older student organization on STC Campus.
3. Establish an older student office to provide support services on campus for credit classes, "Bridge person" idea.

These strategies need to consider other factors, such as interagency cooperative efforts, funding sources and staffing patterns.

OFF-CAMPUS LEARNING CENTERS:

1. Collaborating with business, labor, religious and social groups for an inventory of community space facilities available for use in the program.
2. The use of public housing facilities for developmental instructional courses.
3. Facilitating the productive use of leisure time with involvement of adult career education for adult minority students.

ESTABLISHING "OLDER STUDENT" OFFICE

1. STC staff to help minority adults learn "ins and outs" of the College.
2. Continuous counseling services for adult minority students.
3. Problem solving workshops for adult minority adults.

In his influential and unexpectedly popular book, Small is Beautiful, E. F. Schumacher has a chapter called "The Greatest Resource - Education."

It begins by describing the unprecedented energy that Western civilization has devoted to organized education and our apparent conviction of education's power as the "key to everything." It would appear that much good can come of devising imaginative ways to match our "boundless resource" adult minority people - with the needs of the greatest resource - education.

PUBLIC TRANSPORTATION:

Availability of transportation to STC for adult minorities was discussed with Grady Morrell, representative from RTA. He suggested a survey for suggested bus routes.

Budget planning in both government and voluntary agencies or foundations is needed to provide assistance to adult minorities who need transportation.

1. Review possible inner city RTA bus service to STC for evening college.
2. Set standards for number of buses.
3. Establish best routes and schedules.
4. Investigate funding for those unable to pay.
5. Research additional "car pooling."

Adult minority recruitment into educational programs at STC - Recruitment is most effective when conducted by direct person-to-person contact.

Recruitment activities must be ongoing and continuous.

Recruitment must be based upon enacting out techniques and a willingness to go out to the neighborhoods where older minorities live and meet.

Communication link of service agencies - STC should set up the coordinating mechanism.

ADVISORY COUNCILS:

1. Make up of task force members who have expressed a desire to participate.
2. Offer guidance and direction - Constant input, examining and monitoring.
3. Meet once a quarter.

Communication Model:

1. Stark Technical College newsletter for adult minority men and women.

2. Published six times a year.

3. Use of newsletter -

   Community Impact
   Church bulletin boards and displays
   Social agency groups

4. Provide citizens with a focal point for information regarding programs, services and opportunities available to minority adults. Increase public awareness and interest in STC adult classes.

Procural of adult minority models - spotlight successful minority graduates - his or her endorsement of a technical education.

Highlight Speakers Bureau

Recommendations as Submitted by Ad-Hoc Group

1. To increase the accessibility of existing college resources/services to the adult "minority" population.

2. To plan, develop and implement needed educational services for the older minority population.

3. To assist in the provision of manpower training for establishment of off campus learning centers.

4. To function as a consultation and a resource center for community and professional groups.

5. To encourage older minority adults involvement in classes offered by the college.

6. To provide re-education in marketable skills for older minority students.

7. To provide opportunities for adult minority groups to become acquainted with the college by enrolling in such courses as "college preview" and "introduction to college".

8. Provide workshops and seminars for minority adults and service providers.

A great equalizer was the imagination and creativity of this committee studying and thoughtfully reflecting on the problem and then putting their collective mind to the task of helping to solve the problem.

Technical colleges can mobilize the intellectual capital of the American people to create jobs. Today they reach out into homes, places of work, wherever the people are located to meet their educational needs. "The mobilization of the community to fight the plague of minority unemployment would be the greatest good higher education could do in our times for the American worker."

From the beginning of the Title I Project, we have been dealing with the "barriers" to older adult involvement in the technical college. Transportation, economic status, psychological barriers and an attitude that traditional education is for the young are often cited. At this point, however, we're wondering if we have been attending to only a part of the problem. Could the adage, "physicians cure thyselves," be an appropriate criticism of our present college structure and system?

Let's assume we have a ready pool of older minority adults, anxious to jump into the higher education system. What do we have to offer them?

We have a system that thrives on credit production for financial survival, is scheduled months in advance, is dependent upon carbon registration forms and complicated registration procedures, academic offerings that may meet up to four times a week--a system, in short, that is ideally designed for the "professional student," who has cultivated the fine art of dealing with the higher education maze.

When looking at what is currently offered to older adults, we have an abundance of opportunities in the technical area. Yet, what is available to equip older minority adults to deal with systems and issues in seeking employment?

Obviously, involvement of older minority persons in the community college requires a commitment from the power people in the institution--from the Board of Trustees on down. Commitment at the institution means an interest in older adults beyond producing credits--an interest that does not bend over backwards

for students simply because they are older, but one that recognizes that some members of the older minority adult population need special help in: registering for the gamut of college classes, transportation, parking, counseling, etc. If staff in all areas of the college are made aware of older persons' needs along with that institutions' pledge of commitment, problem-solving may be accelerated.

Brochures and materials distributed to Ad Hoc Task Force group for additional resource support and future consideration:

SCORE - The Service corps of retired executives

SKILL BANK - Skills available project

TALENT BANK

SECOND CAREERS - A model program for mid career change

OVER 60 - Your door to opportunity

PROFESSIONAL PERSONNEL LEASING

OLDER VOLUNTEERS CAN MAKE A DIFFERENCE

HOW TO PLAN A COLLEGE PROGRAM FOR OLDER PEOPLE

SENIOR ACHIEVEMENT

LEARNING OPPORTUNITIES FOR THE OLDER PERSON

HOW TO RETIRE WITHOUT RETIRING FROM THE WORLD

OLDER AMERICANS AND NEW USES OF MATURE ABILITY

OLDER AMERICANS ARE A NATIONAL RESOURCE

I HAVE RETURNED TO LIFE

NEVER TOO OLD TO TEACH (Paperback)

May 2, 1978

Mr. Leon Albert
Director of Continuing Education
Stark Technical Institute
6200 Frank Rd. N.W.
Canton, Ohio 44720

Dear Mr. Albert:

Based on Mr. Morrells recommendation, RTA would be most happy to consider night bus service to and from Stark Tech and Kent Stark Colleges.

This service would transport your students from the inter city section of Canton to and from the schools on a daily basis with routing as near to their homes as would be practical.

The cost of this service would be determined by the demand. Normally cost of this type service is predicated on 25 passengers or more. However in our continuing effort to provide the best transit service possible to our community I am certain that RTA would be willing to work with any proposal you might have. Please keep in contact with our office when you have established what the possible demand might be.

RTA will be at your service to offer any assistance needed.

Sincerely,

Lewis J. Gordon
Director of Operations

cc: RTA General Manager
Grady Morrell

RTA Serving the Greater Canton Area CANTON
1501 WEST TUSCARAWAS STREET CANTON, OH 44702 (216) 454-6132

SCRPC STARK COUNTY REGIONAL PLANNING COMMISSION
PRESIDENT: CARL ROSE

STARK COUNTY AREA TRANSPORTATION STUDY SCATS
CHAIRMAN: JOHN D. HAWKINS

October 12, 1978

Mr. Leon H. Albert
Director of Continuing Education
Stark Technical College
6200 Frank Avenue, N.W.
Canton, Ohio 44720

Dear Mr. Albert:

Thank you very much for your response to our 1978 Annual Report.

Your comments and suggestions are most helpful and will be shared with the appropriate department or individual.

SCATS' goal is to provide a safe and efficient transportation system for you and for all of Stark County. Your suggestions and support help make this possible.

Providing evening bus transportation has been a continuing problem for local transit operators since demand for service is generally low. However, in your case there may be a solution. Over the past two years, the Canton Regional Transit Authority (CRTA) has provided bus transportation in the form of a subscription service. As an example of how this could work, if enough students who attend evening classes at Stark Technical College would commit themselves to riding a bus back and forth to school, the RTA might be able to provide a bus that would pick up these students at or near their homes at predetermined times, bring them to school, and then return them. In short, students would have to subscribe to this service. There are very specific requirements for developing this service; if you are interested in pursuing this idea, you can contact Mr. Robert Kessler, General Manager of the CRTA for more details.

As other problems or concerns occur in the future, a phone call (454-5651 ext. 264) or a note (511 County Office Building) will alert us so that we can continue to work with you to achieve reliable multi-modal travel accessible to all Stark County residents and visitors.

Yours truly,

Larry R. Wackerly

Larry R. Wackerly
Technical Director

LRW:emm
cc: CRTA

DIRECTOR J. DALE CAWTHORNE
TECHNICAL/ASSISTANT DIRECTOR: LARRY R. WACKERLY
511 COUNTY OFFICE BUILDING, CANTON, OHIO 44702 TELEPHONE 454-5651 Ext. 264

APPENDIX A

ACADEMIC EXCELLENCE PROJECT

ACADEMIC EXCELLENCE PROJECT

Directed to Minority Students

of Above Average Potential,

Grades Four, Seven and Nine

.....

Co-sponsored and Administered By

Stark Technical College

and

Canton Urban League

.....

Prepared By

Mrs. Norma Marcere, B. S., M. A.

Stark Technical College

Certified Guidance Counselor and

Licensed Psychologist

.....

October 20, 1978

AN APPROACH - ACADEMIC EXCELLENCE

Rationale - Part I

For a number of years I have been concerned about the quality of education of the black child in our public school system. During the fifteen years I spent as a social worker, I was haunted by the lack of education and the poor skills of my welfare clients. I went into the classroom as a junior high teacher because I thought that I could become an effective tool in teaching and encouraging my young pupils to become scholars. It was disappointing. Shortly I turned to guidance counseling as a magic wand to stimulate and direct youth toward greater academic excellence. I was encouraged with some experiments in self-awareness. Still seeking answers and techniques for more effective teaching, counseling, testing and incentive results, I became a school psychologist. A semester project at Central-Hower High School with a group of pupils had unexpected positive results.

After more than forty years experience in the areas of sociology and education, I have observed many band-aide applications to the under-education of our school children. I have watched the shift in educational theories and techniques caused by industrialization, economic fluctuation, political concerns and institutional racism.

In discarding Booker T. Washington's work ethic of the agrarian 1890's and being confused by William E. B. DuBois' emphasis on the intellectual ten percent elite in the emerging urban culture of the 1900's, the black man, unlike some European ethnic groups, has no well defined philosophy of learning. Remembering the slave labors of his forefathers and having no definitive role in the post slavery and industrial world, it was natural to emphasize "freedom from" rather than "freedom toward."

No single ethnic group in American history has undergone the persistent rejection and denial of profitable employment because of skin color. Thus a psychological approach - avoidance syndrome has deterred a definitive philosophy of learning and of goal setting.

Today in 1978, the majority of the black high school youth (not to overlook the white child entirely) graduate with a quality of education far less than the high school graduate of fifty years ago. This fact, added to the Negro's approach - avoidance behavior means that the black child is twice handicapped. He has virtually none of the tools of science, math and language skills (foreign and English) to be functional in our technical industries. He is awkward and fearful in knowing the behavioral expectations in the adult majority environment (main culture alienation).

These two handicaps alone should command the fullest attention of the school, home, the church and every organized unit in the community.

As a counselor, I found it difficult to steer my black students into the top level areas of math, science, English and foreign languages. The sections of general math, remedial English and watered down history and social studies not to mention home economics and industrial arts were filled with black students.

To my suggestion to my black pupils to try algebra or chemistry would come the cry, "Oh I'm afraid of that subject, that's too hard. Give me something easy that I can pass." The name chemistry frightened them; to pronounce trigonometry was an effort and the word physics was worse sounding than the harshest laxative, "black draught."

The pupil's instructors would tell me, "He's right, he can't do it. His math scores are too weak. He'll never pass it. He's right to stick to a general math." Of my pupils who took general math, none ever got a grade of A. Was it because their teachers were unable to teach higher math, or did they figure that minority students would never be called upon to use it?

While serving as a member of the County Board of Mental Retardation for six years, I saw how diligently teachers, many without B. S. Degrees, taught the retarded child to his maximum of learning. These children had damaged brains, poor speech, abnormal appearance and not always the best of parental or environmental stimulation. Yet they learned sufficiently to interpret symbols for their mobility; they had social graces and they became self supporting to various degrees.

Why then could not the public school system train the child of normal brain capacity to be as equally capable of functioning after varying lengths of educational training? If the teachers were frustrated because there was no home motivation, no interest and environmental stimulations, were and are these necessary ingredients to the attainment of knowledge?

Most of the parents of minority children whom I interviewed believed in, or gave lip service to, their belief in an education. "I tell Johnny he needs to do well in school so he will be better off some day than I or his father are." On the other hand, this same parent did not and does not know how:

1) to help their child specifically in a goal toward better grades,

2) to evaluate what their child has learned compared to their educational skills and compared to the skills needed in the scientific, academic and technical world outside their immediate environment.

The underachieving child has often aligned his parents on his side by expressing verbally the parent's fears involving discrimination and failure. "Teacher don't like me; the subject's too hard; D is a passing grade; nobody gets an A in her class." Counseling the minority child toward a higher level of academic pursuits was easier for me when:

1) the student had test scores above the fiftieth percentile, indicative generally of some familiarity with and adaptability to the larger white culture;

2) they had parents with better than average education who communicated concern, encouragement and study help if needed;

3) the minority child had a positive self concept and was himself motivated toward academic success;

4) a particular teacher became interested in a child and was liberal in his encouragement.

Considering all of the experiences mentioned, the thrust to motivate minority children must be simultaneously directed toward the child, his school, his parents and one or more supportive community groups.

The following proposal is a comprehensive plan to create academic minority scholars. It begins with the identification of black students in the schools at several grade levels. The administrators', the school counselors', and the classroom teachers' cooperation is essential. After that, the parents and identifiable individuals and groups in the black community must supply rewards. In time the total community will see the results of productive and contributing black citizens to the industrial, economic and cultural growth of the whole.

Specific Facets of Academic Excellence Program

1. Establish and maintain a close relationship with the schools. Alert and update teachers and administrators to the need to discipline and prepare their students for adaptability to the scientific world of work and technological skills.

2. Initiate and direct a method of identifying the black child already evidencing average to above average academic skills. Recruit these students for the Academic Excellence Project, which will emphasize motivation and career guidance.

3. Involve each child's parent or guardian and encourage them to assist their children in substantive academic pursuits. Where parents are lax, a buddy partner will act as an aide.

4. Involve the community, both as individuals and organizations in their overt support of all students involved in the project. Their role: positive reinforcement of each child's continued academic progress.

ACADEMIC EXCELLENCE PROPOSAL

From Elementary Through Junior High

Narrative - Part II

I. How Do We Start?

1) First we start with the schools. We discuss the plan with the Superintendent, then we ask for a meeting with all of the guidance counselors and principals.

2) We obtain a list of all the schools with Black and Puerto Rican students. (Some identifiable minorities may or may not want to be involved. They should not be recruited unless a representative of their racial or ethnic group has given consent and pledges full support.)

3) A comprehensive testing program should be given to all black students in the fourth, seventh, and ninth grades for starters. Do not overlook the Catholic parochial schools.

4) An agreed upon score should determine those students selected to be enrolled in a "talent search" or "academic scholars for scientific and technical training."

5) Monitors from churches, Urban League and retired teachers should assist the school counselors.

6) Pay each child one dollar who takes the test.

7) Give awards to all students testing above the fiftieth percentile.

8) Send a thank you and encouragement letter to all students scoring between the thirty-fifth and fiftieth percentile. Invite them to take the test the following year.

9) Congratulatory letters to all parents enlisting their support.

II. Now

Provide a buddy system for each child. The career buddy must meet his/her one or at most two students once a month. The buddy should be engaged in a technical, scientific or professional skill, thus serving as a model. The once a month meetings may be

a trip to the office or plant after school (4 to 5) followed by dinner at either person's home. A long-range goal of the buddy system would be to encourage students to look forward to continued education, and if they go away, to return and help other young people.

Twice a Year

All the buddies and their students shall go on an all-day tour to industry, hospitals, colleges. These tours should call attention to the scientific and technical job skills in use.

Parent Seminars

Parents of all the children involved (plus an open public registration) shall be invited to attend three seminars a year.

Suggested Topics

1) I. Q. - ability, motivation, learning-discipline

   A. How to raise your child's I. Q.

2) Positive Reinforcement

   A. Incentive, encouragement, home study

3) Financial Aid - Scholarships

   A. Two years of college for most

   B. Four years of college for some

   C. Future employment for all

Monetary Annual Awards

Too often the bright child is not only ridiculed by his non-academic peers, but also receives little adult reinforcement for his grades and achievement. Because of the attention given to the underachiever (the D-F pupil), the average child charts his progress by the lower pupil rather than the A students. Comments are, "Why are you so concerned about me? At least I'm not as dumb as those kids."

An annual awards program given by churches and women's and community organizations would be an incentive for these children from each school, who are gathered together to receive the approbation of responsible

leaders and citizens, and encouraged to reach A and B performance.

1) Clubs and churches should be sought who will provide awards as follows:

   A. $25 (or $18 bond) to all pupils with a "B" average.

   B. $50 (or $37 bond) to all pupils with an "A" average.

A's and B's must include two of these four: math, science, English or foreign language.

   C. Initial bank account (no withdrawals - 5 years).

   D. Plaques

2) Give a National Honor Society Award.

3) An "A" Athlete Award.

4) A Four-Year Perfect Attendance Award (8 years), etc.

A list of clubs willing to provide $100 to $300 a year for these awards should be compiled, such as:

Federated Women	Black Business Men
Old Timers	Elks
N. A. A. C. P.	Masons
All Black Churches	K of P's
Black United Fund	Black Catholics

This could or should become a predominately black funded and supported project.

III. A Tutorial Program

Although the parents shall be enlisted to support their children's academic growth and the career buddy will serve as a model, a tutorial program staffed by high school and college youth could have a positive impact.

This program would be open to all youth, black and white, with at least a "C" average (no D or F students).[1]

[1] Rationale: It has been my experience that a "C" student does what is expected. The "D" student usually lacks self discipline, does not follow directions and is inclined to be disruptive.

It would be a two-hour, once a week experience for ten weeks in the fall (October, mid-December), and twelve weeks in late winter and spring (February through April). Tutoring at several locations: library, YWCA, churches, college or school, would be from 4 to 6 or 5 to 7 p.m. Parent monitors would supervise the flow of students and maintain order. No more than thirty-five students would be served at any one location.

At the end of the year, all tutoring students, their tutors, teachers and parents should be honored at a recognition program - attendance and progress certificates given.

Volunteer Instructors:

Walsh College
Malone College
Central Catholic High
St. Thomas Aquinas High
Washington High
Retired Teachers
Stark Technical College
Kent State University
McKinley High

IV. Saturday School - Minority Incentives and Culture Program

This school might have as its counterpart the Jewish Sabbath School and the Catholic C. C. D. Classes. Each attempts to indoctrinate their own in the basic rudiments of their faith and their identification with America their adopted land. The minority incentive and culture school would attempt to correlate Black History and those influences of pride in one's heritage that have been pluses as blacks have sojourned in their homeland. The goals of the school would be to:

1) Develop racial pride in Black History and the Negroes' contribution to the history of America.

2) Develop a positive self identity.

3) Assist in creating a compassion for one's fellowman (hopefully to combat homicidal rate).

4) Consider a psychological approach to black attitudes and how to overcome negative experiences and the approach-avoidance syndrome, so as to become a productive member of society.

The school would operate from mid-September to mid-December and from February through April. Each three month term or semester would be held in a public school facility on Saturdays from 9 to 12 noon. Tuition would be $25 per child per year or $15 a semester.

The groupings would be:

1) Primary 6-8 years
2) Intermediate 9-11 years
3) Juniors 12-14 years

The teaching units would be:

1) Black History
2) Art and Music
3) Self Awareness

Sample Schedule - Time and Activities

Black History	Art and Music	Self Awareness
Hours - Level	Hours - Level	Hours - Level
9-10 - Primary Story Hour - Library	10-11 - Primary Listening to ethnic & classical music, crayon, Tempera Art	11-12 - Primary Play Acting - Identifying emotions
10-11 - Intermediate History-Scrapbook, Ebony Magazine	11-12 - Intermediate Oils, Ceramics, Vocal Singing	9-10 - Intermediate Family Relationship, Love-Caring
11-12 - Junior Roots - American History	9-10 - Junior Art 7 Hobby Exhibit, Junior Choir	10-11 - Junior Self Awareness and a positive self-image of one's self and the world.

As word gets around, enrollment may increase by fifty percent at the end of the first year. Quality is more to be desired than quantity. A school site should not attempt to accommodate more than 200 pupils, twenty students to one unit. 3 classes x 3 grade levels = 9 units and 180 pupils. 1 unit = 3 teachers + 3 aides. 9 units = 9 teachers and 9 aides. All instructors volunteer. Parents help as monitors, etc.

V. Spin Off/Community Programs

From this Saturday School experience there should be a spin off--sending, recommending and encouraging boys and girls to move with confidence into the larger predominately white community. They should join:

Girl Scouts
Boy Scouts
Police Boys' Club
Junior Players' Guild
Art Classes - Art Institute
Private Music Lessons
Federated Girls' Clubs
School Choirs and Choruses

Supportive Agencies and Institutions

YMCA	Federated Colored Women	United Church Women
YWCA	Various Industrial & Commercial	Urban League
AKA	Businesses	All Black Churches
Attorneys	National Council of Catholic Women	Social Workers
Teachers	Professional & Business Women	Jewish Com. Center
Physicians	Panel American Women	Council of Churches
		Cultural Center

VI. Summer Camp - Community Programs

A series of summer and community-wide programs should be integrated ethnic and cultural experiences. In the introductory paragraphs I mentioned that many black children are awkward and fearful in a black-white relationship because they do not know the behavioral expectations (culture) of the white majority.

Participation in middle class cultural and recreational programs should be carefully planned.* Children who experience some hesitancy because of fears, real or imagined, may talk through and discuss their feelings and behavioral choices at the Saturday School self-awareness sessions. Role playing is recommended.

At the high school level, a specific program should be conducted by all of the colleges in the area, industry, and the Cultural Center, patterned after the Upward Bound Program. This program should have more rewarding support (See appendix).

VII. News Media

There should be an exciting newsletter sent to all students and adult supporters involved in each phase of the new careers thrust. Newsletters should be circulated in:

Counselors' Offices	Employment Agencies	YMCA
Physicians' Offices	Hospitals	YWCA
Schools	Churches	

Use house organs of Republic Steel, Hoover, and all industries for at least one story annually.

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* Black athletes have little difficulty in this respect, but the majority of black students have no comparable experience.

Hand Bills & Slogans in Schools, Churches, YWCA, Etc.

1) My teacher teaches and I learn.

2) If I go away to college, I'll come back to inspire another boy or girl.

Tee Shirts

1) I like getting "A" grades.

2) I always wanted to be somebody (back); I am! (front).

3) I've joined the Smart Set (back); No grades below "C" (front).

4) I make "B" grades (back); I'm learning better (front).

5) Join the Smart Set (back); No grades below "C" (front).

6) A brilliant mind doesn't go to pot (back); Intelligence has options (front).

7) America is still... the land of opportunity.

8) I love me so much...that I can love you too!

9) I am--I can--I will--be somebody!

With this thrust of student identification, coupled with the cooperation of teachers, counselors, administrators, parents, high school and college volunteer support and all organized community groups, there should be some notable results in minority student academic performance within a two-year period. Within four years the entering high school freshman should be graduating with remarkable records and within eight years the first crop of fourth grade graduates should be a testimonial to the practicality of deliberately seeking out the talented ones and giving them continuous reinforcement throughout.

Upon high school graduation (a year before), every minority student with a math, science, English and foreign language skill should have made a choice to enter any top-level technical, medical or academic university in the country.

ACADEMIC EXCELLENCE PROJECT

Recommendations and Rationale For
Administration, Funding and Staffing

Administration

Based on recent studies conducted by Stark Technical College related to minority employment, it is this writer's recommendation that the project should be co-administered by the Urban League and Stark Technical College.

Board of Directors

A board of directors of from fifteen to twenty-five members would be formed to meet at least four times a year for the purpose of setting policy, handling funds, communication and counsel with the paid administrator and secretary and the evaluation of the Academic Excellence Project. Such board shall include two representatives from the Urban League and Stark Technical College and one each from Malone, Walsh and Kent State Colleges, the N. A. A. C. P., industries, labor unions, public and parochial schools, OACWC, PAW, the press and media and ministers from each of the three major religious faiths.

Funding

The author of this proposal recommends an initial funding of $35,000 for one year. It is her explicit intent that the Academic Excellence Program become a community-based, self-help program, staffed by volunteers with just a paid administrative director, secretary, and a guidance counselor assistant.

Therefore, the initial funding should take care of the first year's salary (administrator, counselor, and secretary), and an adequate supply of stationery, stamps, posters, award plaques and certificates.

The first year's salary for the administrator and secretary would be fully covered but after that the Urban League Educational staff person would fill the administrative post (qualifications considered) with a supplementary pay rate of $2,000 (considering most United Fund salaries are minimal). The guidance counselor, employed by Stark Technical College with at least part-time responsibilities devoted to minority recruitment, would receive $1,500 supplemental pay applicable to salary and/or graduate courses related to project. The secretary,

whether from Stark Technical College or the Urban League, would receive a supplementary pay of $1,000 and $1,000 for additional secretarial services and materials.

Approximately three-fifths to one-half of the annual operating funds would come from the black community with supportive funding from those industries and labor unions benefiting most from the input of minority skills.

First Year's Funding

Executive Director	$15,000		.Teachers
Guidance Counselor	5,000	(supplemental)	.Counselors
Secretary	8,000		.Parents
Paper, Stationery, Stamps	2,500		.Colleges
Meetings to launch program	2,000	(refreshments)	.Ministers
One-year student tours	1,000		.Industry
Travel, Incidentals	500		.Labor
Plaques, Awards, etc.	1,000		.Civic Groups
Total	$35,000		

Estimated Annual Expenditures (After Initial Funding)

Executive Director	$ 2,000	(supplemental)
Guidance Counselor	1,500	(supplemental)
Secretary	1,000	(supplemental)
Printing materials, supplies	1,000	
Postage, telephone	1,000	
Student cash awards	1,000	
Bus for two annual tours	1,000	
Travel, meetings, etc.	500	
Evaluation Committee	500	
Miscellaneous (expansion)	500	
Total	$10,000	

Campaign Goal and Sources

$10,000

10 Black Churches	$50 each	$500
10 Black Civic Clubs	$50 each	500
United Negro Fund		500
N. A. A. C. P.		250
40 Professional Sponsors	$25 each	1,000
100 Citizens supporting program	$5 each	500
Industry		4,000
Labor		2,000
Chamber of Commerce		250

Other Sources of Income

Tuition from Saturday School (less school supplies)	200
Ads in Newsletters (four issues)	150
Sale of Tee Shirts	150
Total	$10,000

STAFFING

Administrator

The administrative director should be an educator with a Master's Degree and some graduate courses in counseling and psychology. She/he must know enough about the educational process to initiate programs and set up evaluative procedures. The success of this program depends to a large extent upon the director's ability to relate to people, to organize and to have a burning passion to turn the tide in minority achievement to academic excellence.

The administrator must be able to work with all segments of the community, white and black, educational and industrial, and the parents of the children being served. She/he shall work with the schools and seek support for specific educational objectives. She/he shall consult with teachers, counselors and psychologists about testing programs and the selection of minority pupils for the Academic Excellence Project.

With a committee from the board, the director shall review teacher and volunteer applicants for the Saturday School staff, buddy program and tutorial program. She/he shall be present at all Saturday School sessions, and set up the tutorial school, the buddy program, parent seminars and a volunteer council.

Since the Urban League already has a job classification for Education Director, it seemed appropriate to request the Urban League to consider this project as an extension of their community education thrust.

Supplementary hours will occur during the height of the Saturday School, tutorial and buddy schedule. Most routine work can be handled on a one and a half day schedule during the regular Urban League weekly duties. Counselor assistance should average one-half day weekly of related planning and deliberation with the director.

Counselor

The guidance counselor role for the Academic Excellence Project must of necessity depart from the traditional role of the school guidance counselor. She/he must be a certified guidance counselor or have begun graduate work in this area. Because of the out reach and academic emphasis (recruiting black students), it is highly recommended by this author that the counselor be black. The kind of interplay between the minority student, his family, and the total non-white community requires a great deal of knowledge of black communicative skills, coupled with an affirmative procedure for obtaining positive outcomes.

Secretary

The secretary shall be a qualified stenographer with some journalism and newsletter layout skills. She/he must be able to communicate over the phone and in person with a diversity of peoples. Enthusiastic support of the project is important.

The first year, the secretary shall devote full time to the kinds of communication necessary to launch the program and shall set up files, cross references and specific mailing lists. She/he shall attend all board meetings, take secretarial minutes and keep records as well as make up payroll for herself and the director (subject to approval of the Finance Committee), and keep record of all bills, incoming monies and expenditures.

The second year, the secretarial duties may be budgeted on a part-time basis, supplementary to a regular secretarial job, say three hours a week. During the height of the program, one evening a week and two half days on Saturday (each month) would be required extra time. Approximately 200 to 250 supplementary hours would be compensated by the $1,000 cash supplement. Volunteer parent and student help shall be recruited by Urban League and Stark Technical College for letter stuffing, mass mailing, phone calls, etc.

APPENDIX

ACADEMIC PERFORMANCE PROJECT

The high school Academic Performance Program should start two years after the Academic Excellence Program for elementary and junior high students.

The project should be co-managed and co-conducted, if at all possible, by each of the four colleges in the area and the Cultural Arts Center. It should be co-funded by industry, the Mayor's allocation of revenue sharing funds, the colleges input of professors, teaching staff, classroomand dormitory facilities and cultural center scholarship.

Parts of this program are patterned after phases of the Upward Bound Program, except that it is intended for the academically inclined black student with a three point grade school average or better. Here it is recommended that one-third of the youth served be of other ethnic minorities and be considered by application.

The high school students selected would spend eight weeks in a college experience setting. The summer program would serve students between the eighth and ninth grades, ninth and tenth, and tenth and eleventh grades. Those between the eleventh and twelfth grade would have a different schedule, assisting the beginning students and youth groups in the community.

The students would matriculate at each of the four colleges, with one summer of commuter and two summers of dormitory experience. The students would be given a pre-determined curricula at each college and would be given a stipend equal to the Mayor's revenue sharing summer work employment. One-half of this stipend must be placed in savings until high school graduation.

The curricula would include courses in math, science, history, music and dramatic arts. Music has a relatedness to math skills and dramatic arts does much to improve communicative skills. By the completion of the four summer campus experience, the students should have sufficient college level credits to qualify for sophomore status at the college of their choice (advanced placement).

See details of this program by author Norma Snipes Marcere.

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APPENDIX B

MINORITY ENGINEERING EDUCATION:

CONSORTIA APPROACH AT THE

PRE-COLLEGE LEVEL, ETC.

Minority Engineering Education: Consortia Approach at the Pre-College Level

by
Thomas E. Ford
Program Officer
Alfred P. Sloan Foundation
September 15, 1978

For: A panel presentation on
Existing Intervention at the Pre-College Level--An Overview
at the symposium entitled
"Phase Two: Building the Multiplier Effect"
sponsored by the Committee on Minorities in Engineering
September 14-16, 1978

A central element in the Alfred P. Sloan Foundation's program in minority engineering education is support for consortia of major engineering schools. These consortia have been established in various parts of the country to work collaboratively with the public schools and industry in their respective areas. They in turn are linked to the National Coordinating Center for Curriculum Development, also supported by the Sloan Foundation. The Center is located at the State University of New York at Stony Brook and is under the leadership of Professor John G. Truxal. It is primarily concerned with the development of instructional materials for use in secondary schools.

Since September 1973 the Foundation has awarded over $10 million under its program in Minority Engineering Education and about $7 million in support of pre-college activities and half of that has been in direct support of several consortia arrangements. Five such consortia are in operation and I will say a word about each.

(1) One of the oldest and perhaps the most comprehensive of the regional minority-engineering consortia is PRIME (Philadelphia Regional Introduction for Minorities to Engineering). PRIME was organized with the help of the General Electric Company in November 1973. Currently its in-school program involves more than 1500 students in over thirty junior and senior high schools and some 350 students also attend various summer enrichment programs sponsored by PRIME. Each PRIME secondary school is matched with a participating company or government agency which provides supplemental support services such as classroom demonstrations and projects, sites for field trips, and information about the engineering profession.

PRIME's membership embraces several institutions of higher education, including all the engineering colleges of the Philadelphia region, almost thirty private industries and public agencies, professional societies, and community

groups, and, as I mentioned, over 30 junior and senior high schools.

PRIME also conducts workshops for teachers to familiarize them with the curriculum modules being produced by the National Coordinating Center for Curriculum Development at Stony Brock. Schools affiliated with PRIME serve as an important testing ground for the materials produced by the Center.

It is too early to assess long-term effectiveness, but one encouraging item is that 99 PRIME high school graduates this year planned to enter schools of engineering and another 16 schools of technology.

(2) The largest of the regional consortia is one initiated through the Committee on Institutional Cooperation (CIC), an academic consortium of the "Big Ten" universities. In 1975 CIC launched the Midwest Program for Minorities in Engineering which now includes 17 universities and individual campuses. Its members conduct a wide variety of pre-college programs reaching several thousand high-school students. These programs range from single-college programs to collaborative efforts involving four schools of engineering in Chicago and five in Detroit.

(3) Another consortium, located in California, is known as MESA (Mathematics, Engineering, Science Achievement) program. It began at the University of California at Berkeley in 1970 working with secondary schools in the East Bay region to improve students' chances for scientific and technical careers. During 1977-78, with the assistance of the William and Flora Hewlett Foundation and the Sloan Foundation, this program was expanded to 10 Centers in California serving 1000 minority students in 25 secondary schools. MESA plans to expand over the next few years to 15 centers involving more than 60 participating secondary schools and reaching more than 3000 minority students.

(4) Still another consortium, the Southeastern Consortium for Minorities in Engineering, was working during 1977-78 with seven schools of engineering

and some 31 school systems in five southeastern states. Sixty secondary schools were involved with 140 teachers and approximately 9000 secondary-school students of which 4600 were minorities. So far this year 8 additional schools of engineering have joined the Southeastern Consortium bringing the total to fifteen. The number of secondary schools this year has grown to over 90 and approximately 14,000 minority students are participating in the program.

(5) The Texas Alliance for Minorities in Engineering (TAME)--For the past year it has been in the process of establishing a statewide network of ten local "Alliances" as they are called in areas of high minority student concentration. In each area local industry, schools of engineering, the school system, and community groups are working together to develop a comprehensive program of helping minority students prepare for the study of engineering.

Finally, I should mention a new consortium getting underway this year. It is called the Massachusetts Pre-Engineering Program for Minority Students (MASSPEP) and it will be modeled along the lines of PRIME in Philadelphia.

These pre-college efforts and others like Inroads are addressing perhaps the most important problem, that of increasing the pool of motivated and prepared minority high school students who are equipped to undertake rigorous undergraduate study in engineering and other scientific and technical disciplines.

Consortia arrangements are not unusual in education. Like any other kind of arrangement, they can be abused, and are often enough abused to have earned a bad name. It is certainly true that no consortium is likely to be successful when it is organized to carry out activities for which none or few of the member institutions have any measurable amount of enthusiasm, or to carry out activities which would be much more efficiently pursued by the institutions individually, or -- worst of all -- when it is designed to be a device by means of which the individual institutions slough off responsibility.

I don't think any of this is true of the regional consortia that have been brought into being for the purposes of minority pre-engineering education. For the most part they conduct the flow of information that enables one institution to learn from and to coordinate with other institutions -- a service that in practice a consortium is well designed to provide. The substantive efforts take place primarily in the institutions themselves; responsibility lies with the institutions; the manpower that is required resides overwhelmingly within the institutions.

There is a need for careful evaluation of these efforts, especially those that have been in operation for a few years. The consortia that impress me are those developing a comprehensive pre-college program that involves a joint commitment and effort on the part of the schools of engineering, the local school system of systems, industry, and community groups. Students are identified and assisted from about the seventh grade on. Whenever possible minority engineers and minority engineering students work with secondary school students. Above all, they act as role models and help to introduce the students to the field of engineering and the methods and products of technology. These consortia provide various support services such as project activities tutoring, and guides for industrial field trips.

In these programs emphasis is also given to student mastering of important quantitative and expository skills. This emphasis is given, not only through mathematics, science, and English curriculum, but through other forms of instruction and through the use of the educational materials developed by the Stony Brook Center. Many of these instructional materials are drawn from specific engineering interests and examples, and teachers are encouraged to call on university and industrial engineers for assistance in interpretation and adaptation. Such interaction is an important ingredient in a successful program.

The use of the computer in the curriculum and as a motivational device is steadily gaining. This technology, especially since the introduction of the low cost mini-computer, and of the very cheap, free-standing microcomputer, is an extremely promising pedagogical and mathematical device for minority students.

In addition to working with the National Coordinating Center for Curriculum Development (NC^3D) at Stony Brook, the regional consortia utilize the services of other agencies. For example, they use the Minority Engineering Education Effort (ME^3) which provides career information to students and other support activities; the Junior Engineering Technical Society which supports JETS clubs at the high school level; and the Minority Introduction to Engineering (MITE) program--a series of two week summer programs across the country on university campuses that are coordinated by the Engineers' Council for Professional Development.

While much has been accomplished at the pre-college level over the past five years much remains to be done over the course of the next decade if our target is to be reached and we are to see something in the order of 10,000 to 16,000 on an increasing scale of well prepared minority engineering freshmen each year. If we take the seventh grade as the starting point and allocate $300 per student per year for the sort of pre-college activities I've described, the costs amount to $18 to $29 million dollars a year. While not an extraordinary amount for helping to solve an important social problem, funds of this scale have simply not been available.

The lack of funding, broader leadership and commitment have hindered the orderly expansion of established programs and the development of new programs. A number of large cities with high concentration of minority students could benefit from a comprehensive pre-college program or the improvement and expansion of modest programs currently underway. In this category I would place New York,

Washington, D.C., St. Louis, and Baltimore, among others. Unless foundations, industry, and government agencies significantly increase their expenditures for pre-college minority engineering programs and other aspects of the problem over the next ten years, momentum of the past five years will be jeopardized.

APPENDIX C

EXCERPTS FROM THE

STARK TECH ALUMNI REVIEW

AKRON REPRESENTATIVES PRESENT D.I.M.E.S. PROGRAM

On December 14, 1977, Stark Technical College and the Title I Task Force for Expanding Minority Opportunities in Technical Education met at the Canton Cultural Center for the Arts. Three representatives from D.I.M.E.S. (Develop Interest in Math, Engineering, and Science for Minorities and Women) gave a brief overview of how the University of Akron, Akron Public Schools, and the Akron Regional Development Board, in cooperation with Akron area business and industry, are attempting to identify minority students in the elementary grades who have the potential to succeed in these disciplines.

Stark Technical College's President, *Fred A. Yenny,* welcomed those attending the session which included guests from Canton area business and industry. President Yenny pointed out in his opening remarks that Stark Tech is an institution with a single mission. This mission is to develop employable technical skills in two years. The curriculum, stated the President, is an "upside down curriculum". In elaborating on this point, he noted that the traditional four-year college curriculum has traditionally stressed two years of liberal arts course work before specialization begins. The curriculum at Stark Tech, however, enables a student to begin course work in technical areas immediately upon matriculation. The general education courses are specifically designed to compliment the technical curricula.

James Ladson, Title I Project Director, briefly reviewed the rationale for the current Title I project. The unemployment rate for minority students has been running at roughly three times the national average. Minority students who are looking for a way to enter the opportunity structure of the economy can do so through technical education by investing two years at Stark Tech or any one of the other fifteen technical colleges located throughout Ohio. The College provides students with an opportunity to develop the kinds of skills that are needed to become productive and contributing members of society. With the development of the two-plus-two system, a Stark Tech graduate can later pursue a bachelor's degree.

Dr. William Rogers, Executive Dean of Continuing Education at the University of Akron, and one of the originators of the D.I.M.E.S. project, pointed out that business and industry are increasingly coming under pressure from the federal government to practice Affirmative Action. The problem arises, however, with very few minorities and women coming out of college in the technical areas of math, science, and engineering. Dr. Rogers noted, for example, that only 740 out of last year's 20,000 Ph.D.'s were minority people. An even more disturbing figure is that 60 per cent of those 740 Ph.D.'s were in the field of education. Dr. Rogers attributed this statistic to the lack of proper role models in science and engineering.

In order to produce qualified minority candidates, real role models are necessary for students from the elementary grades on. Parents must be involved in promoting non-stereotypic role models. The cultural bias in American society that shifts female interest away from scientific and technical fields by the adolescent years should, continued Dean Rogers, be restructured and eliminated. Parent involvement must be reinforced by community involvement and community commitment to increase minority participation in technical areas.

Mr. John Feudner, Executive Director of the Akron Regional Development Board, has been involved in raising funds from Akron business and industry to launch the D.I.M.E.S. effort.

Mr. Feudner noted that the traditional image of educators isolated from the mainstream of social change has not proved true with the D.I.M.E.S. program. Educators do listen. Input from business leaders is utilized in the decision making process.

Mr. Paul Livick, Director of Special Events at the Akron Regional Development Board, concluded the D.I.M.E.S. presentation. The D.I.M.E.S. project has utilized labor represenation in the development of the project as well as educational and industrial representation.

The Akron Public Schools, pointed out Mr. Livick, have one of the nation's top ten career education programs. The level of community enthusiasm for and support of education has gone far to attract and retain area industry. The D.I.M.E.S. program is yet another example of Akron's community pride in its educational system.

Each of the representatives for D.I.M.E.S. offered to provide additional assistance that Stark Technical College and the Canton Community may need in its effort to increase minority participation in technical areas.

WINTER ENROLLMENT FIGURES RELEASED

Mr. Raymond H. Schilling, Director of Administrative Services, has released enrollment figures for the Winter Quarter, 1978. Compared with a year earlier the headcount increased 9% to 1,750 students. The largest increase occurred in evening students taking credit courses. The headcount increased 15% from 449 students in 1977 to 518 this year. This increase reflects a national trend in which working adults are choosing to pursue course work on a part time basis in the evenings.

AN OPENING STATEMENT

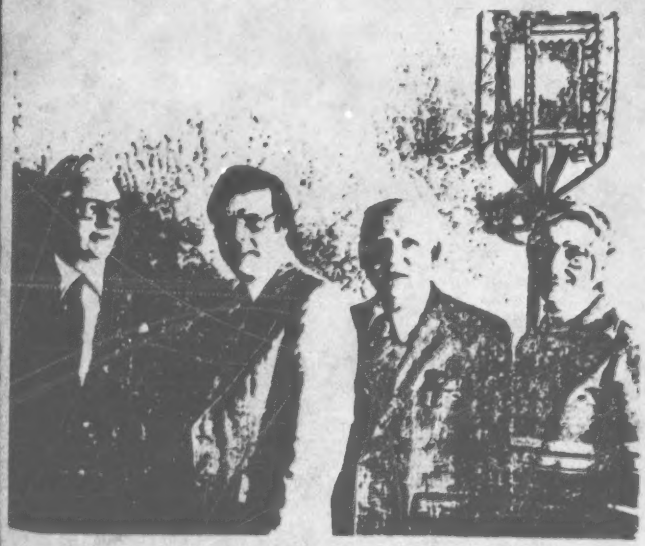
(The following comments are reprinted from the introductory comments of James Ladson, Systems Analyst at the Timken Company, at the Title I session with Dr. Milt Hillery on February 22, 1978.

"Joblessness is a cancer eating away at the black community, destroying our hopes, our aspirations and even our most valuable asset, our youth. While experts talk about the economic recovery, I see the gains of the last two decades being washed away in the aftermath of recession." Coretta Scott King, the widow of Martin Luther King, Jr., made this observation recently in connection with her lobbying efforts on behalf of the Humphrey-Hawkins bill which would make full employment a national priority.

Are we, however, to make employment another in the endless list of federal programs that stress bureaucratic control, not local initiative? Must every social problem faced by America have a Washington solution, to be resolved with federal dollars?

Stark Technical College, one of our finest community resources, has, is, and will continue to assist in the resolution of this problem which confronts Canton as poignantly as the rest of the nation.

The mission of Stark Technical College is singularly simple in conception, yet exceedingly complex in fulfillment. The College is formulated around a single mission in the community, which is "to prepare individuals for employment in rewarding career fields as highly qualified technicians or para-professionals." This goal is achieved through the concept of technical education which the Ohio Organization of Technical Colleges has defined as "a post-secondary, college-level program of instruction intended to prepare persons *uncompromisingly* for employment as technicians or para-professionals within a technical specialty area and in support of professional, administrative or managerial personnel. Technical education provides a background not only for entry employment but sufficient for growth and advancement within the selected field."



Prior to the Title I session on February 22, Mr. Ron Armitage, Director of Student Services at Stark Tech, Dr. Milt Hillery, Director of Student Services at Gateway Technical Institute, Mr. Leon Albert, Title I Institutional Coordinator, and Mrs. Mary Noonan, Public Information Officer at the Ohio Board of Regents, take out a few minutes to pose for a photograph.

CAREER PLANNING EXPERT ADDRESSES COLLEGE COMMUNITY AND TITLE I TASK FORCE

During the 1976-77 school year the College initiated a program to educate community leaders about the possibilities of using technical education as a vehicle to reduce the staggering unemployment rate of black youth as well as adults in Canton. This program was partially underwritten by a grant from the Ohio Board of Regents. This goal the College accomplished; it is clearly reflected in the near doubling of minority representation in the student body from a little over 4% in 1976-77 to 7.5% in 1977-78. The goal was accomplished by the bridges of good will and the widening channels of communication that the College was building between minority community leaders and the College community.

This year, these same leaders, with additional community support and involvement, have joined the College to develop four areas to sustain minority participation in technical education: (1) financial aid; (2) recruitment; (3) developmental education; and (4) adult/continuing education. By the commencement of the 1978-79 school year the College expects to have these programs in operation as an integral support service of the technical education concept. This is the charge which the College took upon itself to better serve the community.

But, can we rest here? Are we to be satisfied with this achievement and do nothing more?

The task before us is not completed; the goal has yet to be achieved in the broader sense of community. In asking you here today to listen to and interact with our guest speaker from Wisconsin, our purpose is aimed at the broader goal of involving parents in the solution. Although the College has much to offer the community in resolving this problem, parents area rich albeit untapped resources whose influence and guidance can have untold benefits.

Dr. Hillery, our guest speaker today, will tell us how Gateway Technical Institute in Racine, Wisconsin, has developed a program to productively and positively involve parents. His presentation is a stimulus for us to act upon, not to unthinkingly imitate.

That is the larger goal toward which we, not the federal government, must strive, to act on our own initiative for the betterment of our own community.

CAREER PLANNING

Dr. Milt Hillery, Director for Student Services at Gateway Technical Institute in Rachine, Wisconsin, addressed Stark Tech's Title I Task Force for Expanding Minority Opportunities in Technical Education on February 22, 1978. The topic of his presentation was "Career Planning Services in Secondary Schools."

Gateway Technical Institute is a three-campus district, with campuses in Kenosha, Racine, and Elkhorn. Gateway, a part of the Wisconsin Vocational/Technical and Adult Education System, offers 60 one-year and two-year programs.

For the past several years Dr. Hillery has been involved nationally in the development of applications designed to improve the recruitment and retention capabilities of two-year post-secondary institutions. As a result of his innovative work in this area of endeavor, Dr. Hillery has been invited by other two-year institutions to serve as a consultant for recruitment/retention services. He has made numerous presentations at workshops, seminars, and conferences in all areas of the country.

The most significant application developed is a career planning program offered cooperatively by a two-year institution and its feeder secondary schools. A demonstration project is now in its second year of operation at Gateway and has been extremely successful to date.

The secondary school career planning service is structured around a close institutional liaison effort between the secondary public institution and the two-year technical institute. The process begins in the student's junior year of high school.

After the student's parents have been introduced to the significance of career planning, the student is given a brief orientation and then takes a standardized career planning test instrument. The instrument provides the student with a data base from which to engage in substantive decision-making that effects the career planning process. The instrument is administered in a cooperative effort by the high school and the technical institute. The student then has the option to take a college-level course in career planning to explore more fully the total dimensions of the decision making process. A parents course is also offered so that parents are able to assist in the process. The procedure combines a realistic appraisal of a student's ability and a look at future forcasts in specific job clusters to temper a student's often romanticized views of a specific occupation.

This intrusive career planning service was developed in part to counter the portion of attrition which can be accounted for by a student's misperceptions about a chosen technical program. Instead of waiting for a student to make a decision based on misperceptions, the two educational communities work together to make things happen for the student. A thorough information base is used as the student is trained in the decision-making process. The technical institute continues to follow a student beyond high school graduation until the student makes a decision. In this way a student is provided with adequate counseling services when he/she is ready to utilize them.

Gateway Technical Institute has met with an enthusiastic response from the constituency served by the program. The Student Services Division at Gateway is now a "partner" in working with high school guidance counselors. In the same amount of time a couselor finds that four times as many students can be served in career counseling and more effectively now that the process is firmly grounded on a solid information base.

Dr. Milt Hillery discusses career guidance with Stark Tech's Title I Task Force.

College President Fred A. Yenny (center) presents the Certificate in Business Management to Mrs. Rachel A. Roberts and Mr. Daniel Berkshire, the first to complete the program at Stark Tech.

TITLE I APPRECIATION BREAKFAST HELD

Stark Tech's Title I project, Task Force for Expanding Minority Opportunities in Technical Education, held an appreciation breakfast for the project's participants on June 28th at the Belden Holiday Inn. The Honorable Judge Ira G. Turpin was the guest speaker.

College President Fred Yenny praised program participants for the "substantial progress" that's been made at the College in the area of minority recruitment. Mr. Yenny noted that the efforts made with input from the community can be compared to the number of miles per gallon in a new car. A father said that he was getting four miles per gallon on his new car; when an acquaintance expressed surprise at this rate, the father went on to explain that his son got the other twenty miles per gallon. President Yenny made the analogy that Stark Technical College can achieve 4 miles per gallon on its own effort; cooperation from the community will get the other 20 miles per gallon to achieve a 100 percent effort.

Jim Ladson, Title I Project Director, reviewed the five "Rs" of Stark Tech's success in supporting the two-year project- -right planning, right capacity, right manning, right place, and right time. Mr. Ladson noted that by the time the project is formally completed at the end of July, the task assumed by the College and the community will have been accomplished in light of the project's original objectives.

Judge Turpin, in looking to the future of what has been accomplished, discussed the importance of building on the foundation established by the Title I project. The genuine expression of appreciation Judge Turpin termed a human need which is important in bettering the human condition.

APPENDIX D

THE D.I.M.E.S. PROJECT

The University of Akron

and

The Akron Public Schools

THE DIMES PROJECT

The University of Akron & The Akron Public Schools

The Meaning of DIMES:

To develop interest in math, engineering and science (among minorities and females).

The Need for Project DIMES:

Representatives of the University of Akron and the Akron Public Schools have been meeting and discussing a program that would increase the participation of minorities and females in engineering and science at the professional level.

In business and industry, the recruitment of minorities and females as engineers, mathematicians and/or scientists has not satisfactorily met the current requirements of Equal Employment practices. The number of minorities and females currently employed as engineers, mathematicians or scientists has not matched the expected employment.

High school grades, College Board scores, preparation in math and sciences of minority and female students have not produced a large pool of available and qualified candidates.

From the point of view of educators, we realize that a student's interest in a professional occupation is affected by many factors. Some factors are easily identified and others are very difficult to measure.

Overview:

The goal of the DIMES Program in the school is to identify students who have the potential to succeed in engineering and science; to provide them with a variety of enriching and motivating activities--both inside and outside of their regular classes; to give them the personal support that they need to further their interest and gain the academic background necessary for a career in engineering.

A program such as DIMES is vital because most minority students and females do not gain the exposure to engineering or science that is so necessary when considering it as a career choice. While the field is now wide open to minority and female students, only a small percentage of those entering the engineering field have come from these groups. The long range goal of DIMES is to enable minority students and females to gain equal representation in engineering and sciences.

DDMFS

DDMFS Program Description:

The DDMFS Program will begin at the fourth grade level and will continue to identify students throughout their elementary, middle, junior, senior and college years. Students will be identified in cooperation with elementary school counselors and teachers. Additional students will be identified and benefit by being involved in DDMFS in grades 5-12. Programs in existence or to be implemented in grades 4-6 include accelerated and extended math and science, criterion referenced testing and prescription, academic/motivational experiences through summer programs, tutoring, math management systems and city-wide science fair competition, career education involvement by providing out-of-school experiences and a parent group which will be formed to increase parental interest and positive reinforcement for the identified youngsters.

The range of extended year activities will span the student's entire tenure within the school system. Each summer will be planned to provide a set of activities appropriate to that grade level. For example, programs will be provided to accelerate the mathematics and science achievement level of students in grades 4, 5, 6, 7, 8, and 9. A pre-7th and a pre-10th summer program is planned for on-campus activities at the University of Akron using their facilities and staff. Access to Computer Assisted instruction will be provided for qualified students in grades 4-12.

Job placement for the summer months for pre-11th grade, 12th grade and pre-college will be provided by local industry. A field experience program for the 12th grade students, giving them the opportunity to work on an independent study project related to engineering and science for a six-week duration will be a part of their program. Opportunity to attend tuition free courses at the University of Akron will be provided for qualified students. Scholarship awards will be made available to encourage participation in the engineering/math areas.

In grades 7-12, continuous review of students previously selected will be established. An increased effort to strengthen math/science skills and provide personal career counseling will be emphasized. The continuation of acceleration and individualization activities, including tutorial assistance, will be present in all grades.

Utilization of the community resources thrcugh field experiences and classroom visits will supplement the math and science curriculum. The program will maintain parental involvement to assure support and reinforcement of student participation. Counseling for college admission, including financial assistance and/or early admission will be a part of the program.

DDMES participants will be matched with resources and expertise of local industry. These industries will provide supplemental resources such as classroom demonstration, pamphlets, role models, field trips and industrial visits. DDMES students who have a commitment to engineering will be matched with a practicing engineer who serves as a "Big Brother" providing a counseling relationship that extends beyond the school environment. In the junior high schools, a similar program of matching pupils with engineering/mathematics college students for tutorial assistance will be programmed.

csk
Revised 3-7-77

PRELIMINARY PROPOSAL
D I M E S

AKRON PUBLIC SCHOOLS | UNIVERSITY PROGRAMS | B.I.C. PROGRAMS

4th, 5th and 6th

Objectives:

1. Identify students who may have the potential to succeed in engineering and science at the professional level.
2. Provide enrichment and activity programs for acceleration.
3. Assist in acquiring skills in the use of standard English in oral and written expression.
4. Give personal support via counseling and tutoring services.
5. Organize a parent group to increase interest and provide positive reinforcement of student participation.
6. Assist in the development of appropriate social and interpersonal relation behaviors.
7. Emphasize creative problem solving through application of skills.
8. Increase career awareness through use of community resources.
9. Acquaint minority students and females with the career opportunities available in engineering and science.

4th, 5th and 6th

AKRON PUBLIC SCHOOLS	UNIVERSITY PROGRAMS	B.I.G. PROGRAMS
Identify youngsters by evaluative instructments and teacher judgment including the following criteria: Math and science competence Math and science interest Creativity in problem-solving Power in application of skills Programs to be implemented include Accelerated & extended Math program Accelerated & extended Science program Academic/motivational experience through summer school Tutoring by upper grade and high school students Math and Science Citywide Fair Extended Day Activities A cadre of science coordinators from each building is active at the present time. A cadre of math coordinators will be selected with a teacher representative from each building. A parent group will be formed to coordinate activities with the schools. Career Education involvement is vital in providing out-of-school experiences for the pupils.	Computer Assisted Instruction Computer terminals will be strategically located in three elementary schools and Central-Hower High School. Programs in reading, mathematics, science and other subjects are available from The University of Akron's Computer Center. Cost: $9,280/4 terminals Inservice education assistance for teachers involved in the special programs. Assist public schools in orientation programs for parents. Cost: $3,000	Establish speakers bureau (emphasis on minorities and women) to visit the 45 elementary schools for the purpose of informing and motivating prospective students in math, engineering and science. Each school should be covered twice per year. Provide instructional materials for teachers. Examples: Workbooks, films, slides, video tapes, and filmstrips. Provide field trips to B.I.G. locations for 10 selected students from each of the elementary schools. Provide inservice orientation for teachers in the 45 elementary schools concerning the available tours. Assist public schools in orientation programs for parents.

AKRON PUBLIC SCHOOLS	UNIVERSITY PROGRAMS	B.I.G. PROGRAMS
6th Grade 1. Review of students previously selected 2. Continue acceleration and individualization activities. 3. Conformation of students to continue program in junior high school.	6th Grade Computer Assisted Instruction "Same as above"	6th Grade "Same as above".
Summer (Pre-7th) 1. Emphasize participation in summer school programs provided at the junior high school and on the campus of The University of Akron. 2. Emphasize to the junior high staff the accumulated data available from the elementary school.	Summer (Pre-7th) Group visits to University science and engineering labs, Computer Center, etc.; visits to industry. Costs: Transportation plus meals, $1,000 Continue CAI	Summer (Pre-7th) Provide field trips for selected students in line with University program. Indoctrination of 7th grade teachers to field trips in conjunction with community resource workshops.

7th & 8th Grades

Objectives:

1. Further identify those pupils with particular aptitudes in math and science.
2. Continuation of enrichment experiences in math and science.
3. Participants will continue to develop appropriate social and interpersonal relation behaviors.
4. Students will continue to develop standard English in oral and written expression.
5. Give guidance and counseling related to career experiences.
6. Provide career orientation experiences.
7. Continue to involve parents in a reinforcement and supportive role.

AKRON PUBLIC SCHOOLS

7th Grade

1. Continuation of acceleration and individualization activities (including tutorial assistance).
2. Specific enrichment experiences in math and science.
3. Implementation of career guidance experiences as they relate to student interests.
4. Utilization of community resources through field experiences and classroom visits to supplement math and science curriculum.
5. Math clubs.

Summer (Pre-8th)

1. Emphasize participation in summer school program provided at the junior high school.

UNIVERSITY PROGRAMS

7th Grade

Tutorial Assistance by Engineering Students.

Program participants will work in small groups and on a one-to-one basis with selected science, mathematics and engineering students from The University of Akron.

Cost: $6,000

Summer (Pre-8th)

Continue tutorial programs and CAI correlated with summer school classes.

Cost: $3,000

B.I.G. PROGRAMS

7th Grade

Supply speakers for each of the 10 junior high schools twice a year for career orientation experiences.

Provide field trips at B.I.G. locations for 15 students from each of the 10 junior high schools.

Summer (Pre-8th)

Provide teacher orientation field trips in conjunction with community resource workshops.

Assist public schools and The University of Akron with career orientation experiences for interested students.

AKRON PUBLIC SCHOOLS

8th Grade

1. Continue activities as provided in the 7th grade.
2. Selection of students to proceed into 9th grade program.
3. Use of guidance approaches for course selection of 9th grade.
4. Parent/student commitment to schedule of studies.
5. Inservice involvement for counselors, parents and teachers on the importance of course selection.

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UNIVERSITY PROGRAMS

8th Grade

Continue tutorial programs and CAI

Cost: $6,000

B.I.G. PROGRAMS

8th Grade

Continue activity as provided in 7th Grade.

Assist public schools in parent/student orientation.

Provide guidance counselors career information for related areas of math, science and engineering.

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Objectives: 9th, 10th, 11th & 12th Grades

1. Review success of students previously identified.
2. Continue to strengthen math-science skills and application.
3. Increase personal and career guidance and counseling.
4. Maintain parental involvement to assure support and reinforcement of student participation in program.
5. Participants will demonstrate appropriate social and interpersonal relation behaviors.
6. Students will use standard English in oral and written expression.
7. Provide career exploration experiences within a minimum of 3 career clusters.
8. Guide students in selective career specialization (in-depth on a selective basis with one cluster).
9. Develop positive employment attitude through job placement.
10. Provide economic assistance through related summer industrial experiences.
11. Enable minority students and females to obtain financial assistance and/or early admission to college classes.
12. Provide follow-up assistance for post high school students as needed.
13. Obtain follow-up data for evaluation and strengthening of program.

AKRON PUBLIC SCHOOLS	UNIVERSITY PROGRAMS	B.I.G. PROGRAMS
Summer (Pre-9th) 1. Establish buddy system with industrial contact. 2. Provide necessary tutorial assistance.	Summer (Pre-9th) Academic/Motivational Experiences Special courses planned and offered jointly by public schools and University personnel. Five weeks. Cost: $5,000 Orientation program for industrial personnel involved in program. Cost: $1,000	Summer (Pre-9th) Provide B.I.G. work experience for high school counselors and teachers involved in the special program.
9th Grade 1. Finalize the selection of students...involves consideration of new students. 2. Parent/student orientation...city-wide... explain the program. 3. Use of guidance approaches for course selection for 10th grade to assure our strongest math/science program possible. 4. Utilization of community resources through field experiences and classroom visits by speakers in career exploration to supplement math/science curriculum. (Involves exploration of 3 clusters, one of which will be Engineering/Science).	9th Grade Career Exploration Utilization of closed circuit TV facilities, CAI, Computer Center, science and engineering facilities for Saturday morning programs by senior science and engineering faculties and industrial personnel. Program will be correlated with public school activities. Cost: 30 Saturdays, $3,000	9th Grade Provide industrial personnel to assist with the 30 Saturday morning programs at the University of Akron. Assist public schools with parent/student orientations. Provide field trips for parents of interested students to B.I.G. locations. Assist guidance counselors with career information in related areas of science and math. Supply classroom speakers for in-depth career exploration in each of the 10 junior high schools. Each school should be visited twice. Provide field trips for 15 students from each of the 10 junior high schools to B.I.G. Locations stressing related areas of work.

AKRON PUBLIC SCHOOLS	UNIVERSITY PROGRAMS	B.I.G. PROGRAMS
Summer (Pre-10th) 1. Establish buddy system with industrial contact. 2. Provide necessary tutorial assistance.	Summer (Pre-10th) Academic/Motivational Experiences Science Awareness Half day for two weeks staffed by faculty from physics, chemistry, biology, engineering. Lab demonstrations and hands on experience. Staff coordinated by faculty from four disciplines. Students: 100 Cost: $2,540	Summer (Pre-10th) Establish buddy system for selected students. Provide job related work experience for counselors and teachers at B.I.G. locations. Counselors: 32 Teachers: 27 (3 from each of 9 schools)
10th Grade 1. Review of students to continue in program 2. Repeat activities as provided in 9th grade. 3. Schedule classes to provide strong background in mathematics.	10th Grade Computer Assisted Instruction Math Awareness Saturday morning program for selected students. Staff: Faculty and graduate assistants in math/computer science. Time: 9-12. Students: 60 per quarter (180 per year) Cost: $6,000	10th Grade Provide speakers for 9 high schools to relate in-depth job information in the field of math engineering and science. Buddy system continued. Meet quarterly with counselors for discussion, advice and counseling. Assist with inservice orientation for teachers involved with special program. Conduct career exploration field trips with emphasis on specific science and engineering applications.
Summer (Pre-11th) 1. Job placement for the summer (4-10 weeks) 2. Opportunity for extended year program (tuition free).	Summer (Pre-11th) "Orientation to the Work World" "What Engineers Do" Civil, mechanical, chemical, industrial, bio-medical, architectural, petroleum, nuclear, mining, geological, electrical, electronic, computer. Staff: College of Engineering plus guests from industry. Cost: $2,350	Summer (Pre-11th) Provide 4-10 weeks of meaningful, employment for 75 students in the science, engineering, or math areas. Cooperate in providing speakers to University of Akron in conjunction with their program "What Engineers Do".

AKRON PUBLIC SCHOOLS	UNIVERSITY PROGRAMS	B.I.G. PROGRAMS
11th Grade 1. Review of students to continue in program. 2. Repeat activities outlined for 10th grade. 3. Utilization of community resources to explore in depth careers in engineering and science.	11th Grade "The Computer and Science" Saturday morning program for selected students. Application of computer to biology, chemistry, physics and phases of engineering. Learn to write programs. Utilization of MUMSUP as appropriate. Staff: Computer Center, faculty from engineering and graduate assistants. Time: 9-12. Students: 30 per quarter, 90 per year. Cost: $3,000	11th Grade Career Exploration Provide students in the program the opportunity to shadow a professional in the area of science or engineering at one of the B.I.G. locations for one week. Continue buddy system emphasizing the direction in which the student is interested.
Summer (Pre-12th) 1. Patterned as Pre-11th grade - job placement for the summer.	Summer (Pre-12th) Independent study with University of Akron staff. Attend tuition free regular summer classes at Akron University. 25 students/3-6 credits $60-$120/student Cost: $1,500-$3,000	Summer (Pre-12th) Provide meaningful employment related to area of science or engineering for 4-10 weeks. Students: 50

AKRON PUBLIC SCHOOLS	UNIVERSITY PROGRAMS	B.I.G. PROGRAMS
12th Grade 1. Review of students to continue in program 2. Independent study projects related to engineering and science including 6-week field experiences in industry. 3. College Placement Assistance a. Testing b. Financial Aid c. Scholarship search d. Application e. Campus visits 4. Specialized science/math, industry related instruction.	**12th Grade** Early admission to University of Akron for qualified students Access to Computer Assisted Instruction 10 students 6 credits/term Cost: $3,000	**12th Grade** Provide Internships for all students in the program to work on a meaningful project for a 6-week period. Continue buddy system.
Post High School Period 1. Follow-up of program graduates 2. Provide additional career guidance and assistance when needed. Request system Summer employment co-op program Area and industry commitment Paid employment during college years	**Post High School Period** **Summer Between High School & College** Meaningful Science or Engineering Job 1. Employment 1/2 day in industry 2. Take one freshman course each of five week sessions (two courses) a. Math/Science* b. Communication skills 3. Counseling for fall 4. Financial support for tuition and books 45 students - $8,500 ********** **Financial Support (Freshman-Senior Years)** Possible Sources: Ohio Grants-in-aid $0-$1,500 BOE $0-$1,500 Federal Work Study, Loan, Savings from summer work $500-$1,500 Grant-in-aid from Univ. of Akron $450 *Utilization of MUMSUP	**Post High School Period** **Summer Between High School & College** Provide meaningful employment in science or engineering for all students in the program for 4-6 weeks. ********** **Freshman-Senior Years** Provide up to 10 scholarships of $1,000 each/college year. (Maximum of $40,000 per year). Supply summer employment for all college students in the program.

DIMES PRELIMINARY BUDGET
Yearly

1.	Salaries		$ 50,000
	Coordinator	$25,000	
	University Professor Liaison (1/2 time)	$15,000	
	Secretarial Service	$10,000	
2.	Scholarship Awards		10,000
3.	Transportation-Field Experience		7,000
4.	Educational Supplies and Materials		10,000
5.	Promotion and Publicity		2,500
6.	Staff In-Service		5,000
7.	Computer Assisted Instruction		9,280
8.	In-Service (4, 5 and 6)		3,000
9.	Summer (Pre 7th)		1,000
10.	Seventh		6,000
11.	Summer (Pre 8th)		3,000
12.	Eighth		6,000
13.	Summer (Pre 9th) ($5,000 + $1,000)		6,000
14.	Ninth		3,000
15.	Summer (Pre 10th)		2,540
16.	Tenth		6,000
17.	Summer (Pre 11th)		2,350
18.	Eleventh		3,000
19.	Summer (Pre 12th)		3,000
20.	Twelfth		3,000
21.	Post High Summer		8,500
22.	Overhead		7,500
		TOTAL	$157,670

NOTE: Items 7-21 reflect costs of University programs on pages 1-9 of the attached proposal.

Budget is made on assumption that programs at each level would be going concurrently. Since this situation is unlikely to occur in the first year or two of the program. budget for each of those years would likely be in the vicinity of $100,000.

3-7-77

APPENDIX E

University of South Florida
Black Student Retention Program

UNIVERSITY OF SOUTH FLORIDA
TAMPA • ST. PETERSBURG • FORT MYERS • SARASOTA

COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
DEPARTMENT OF PSYCHOLOGY
TAMPA, FLORIDA 33620

813: 974-2492

August 24, 1978

Alan L. Steffen, Coordinator
Development and Alumni Relations
Stark Technical College
6200 Frank Avenue, N.W.
Canton, Ohio 44720

Dear Mr. Steffen:

I received your letter of August 8th and regret that I could not respond before now.

Concerning your request for a copy of the retention program mentioned in the article, "Undergraduate Black Student Retention Revisited," I am enclosing several pages I deem to be of greatest value. I hesitated to send the overall plan because it is currently being revised for resubmission for funding.

I conducted extensive testing this past academic year and I must say that I am quite discouraged. Attaining reading scores, measures of vocabulary, study habits, "motivation," and the like tells such a minute part of the whole story of black student drop-out that one wonders where to look for answers. As a black who has taught in universities the past decade, I can intuitively say that factors such as alienation, isolation, learned helplessness, and the like largely contribute to failure. Yet, this is often hard to measure, and/or to "fix."

As indicated in the materials I've sent, the "critical student advisor" was to have played an extremely important role in our program. As it was, we were able to hire only three half-time persons, as opposed to nine (one per college). Their effectiveness was quite limited.

I am sorry that I can not be of more help. However, if you have more questions, please don't hesitate to call or write. Good luck in your efforts and keep in touch if time permits.

Sincerely yours,

Sandra J. Garcia

Sandra J. Garcia, Ph.D.
Assistant Professor
Department of Psychology

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SG/bh

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2. Individual and/or group counseling for proper assessment of VA problems.

English Department

The English Department shall be responsible for providing and evaluating written English tests. It is expected that this information will be computerized.

Student Affairs

The following units within Student Affairs shall participate in the Special Orientation and Evaluation Program to provide information on services and/or activities:

Student Organizations and Activities
Housing and Food Service
Student Health Services

In addition, the University Center shall provide a tour of the building and the use of the facilities during the Special Orientation Program.

Black Student Union

The Black Student Union shall provide information on black student activities at USF. In addition, members of the BSU may be employed as black peer counselors. Their responsibilities will include residence counseling, group guides, social and recreational leaders, data collection and collation, and assisting staff personnel.

MATRICULATION

The Critical Student Advisor (CSA) is the nucleus of the black student retention program. The importance of this position cannot be over-emphasized. It is through the CSA's collective and individual assignments and efforts that the retention program will become a successful endeavor. The major thrust of the CSA is that of providing immediate and long term assistance to those students who enter with or develop critical academic situations. The responsibility of the CSA is to provide whatever is necessary and feasible for helping the black student towards academic success at the University of South Florida.

1. Position Description

   a. A fulltime, twelve-month advising/staff or advising/faculty position in the College and DUS Academic Advising unit.

   b. Position to be supervised by the college coordinator of academic advising and Director of DUS academic advising.

2. Responsibilities

   a. Advising

      (1) Advise critical student concerning academic matters

      (2) Develop and implement a system for identifying and monitoring the progress of newly admitted and continuing critical and marginal students. (The updated Critical Student Profile shall be utilized for assessing needs.)

      (3) Devise a system of mandatory advising before registration for students classified as Critical Students.

(4) Devise and implement a system of mandatory basic skill development, testing and other supportive services for critical student.

(5) Maintain and use accurate and current data concerning critical student's academic progress.

b. Information Services

The CSA shall provide information concerning the following:

(1) Supportive services

(2) Major degree program

(3) University policies (e.g., CLEP tests, forgiveness, grievance, drop/add, withdrawal, academic warning status and disqualification, academic petitioning, choice of catalog, academic residence, application for graduation).

(4) University programs (e.g., Afro-American Studies).

(5) Basic skills workshops (reading, English, math), remedial courses (major and non-major) and other self-improvement courses.

(6) Professional and graduate schools, including special financial aid programs.

(7) GRE preparation group sessions.

c. Programs

The CSA shall develop and supervise

(1) College-level tutoring programs.

(2) Peer counseling programs.

(3) College orientation sessions for Special Orientation and Evaluation Programs.

(4) College-level organizations or clubs for black students.

d. Counseling

The CSA shall develop and maintain

(1) "Relevance and motivation" group sessions for black students for the purpose of discussing how subject areas may relate directly to themselves, their lives, careers, and ethnic heritage; and deal with the common personal and academic problems.

(2) Group study sessions for GRE preparation.

e. Committee and Council Assignments

The CSA serves on the CSA Council and on other University Committees where needed.

f. Recruiting

The CSA shall actively recruit black students for the college in association with the departments, the office of New Student Relations and the Community College Relations Office.

g. Administration

The CSA shall

(1) keep the coordinator of academic advising abreast of critical and marginal students program.

(2) Confer with the coordinator of academic advising concerning petitions of critical students.

(3) Maintain current data concerning (a) number of students, (b) academic progress, (c) programs, and (d) college retention of minority students.

3. Program/Activity Descriptions and Guidelines

Mandatory Advising

a. Critical Students should not be allowed to register without approval of the assigned CSA.

b. Registration packets for critical students must be obtained from the appropriate CSA.

c. The Academic Regulations Committee shall stipulate as part of admissions with below standard university criteria, that the student shall see the Critical Student Advisor.

d. The Academic Regulations Committee shall stipulate as part of the petitioned agreement for readmission after disqualification that the student shall see the Critical Student Advisor.

Mandatory Developmental Activities

a. The CSA shall require critical students as a condition of registration to participate in courses, basic skills workshops, counseling, texting, etc., and shall strongly recommend above for marginal black students.

b. Prerequisite courses, basic skills workshops, counseling, testing, etc., shall be stipulated as part of (1) admissions with below standard university criteria and (2) petition agreement after disqualification.

Project: Identify, Monitor, Inform and Program (IMIP)

a. Critical and marginal students can be identified by (1) admission records and (2) college and DUS computer print-outs providing a GPA listing of all students. This should be provided the CSA each quarter.

b. Current files of critical and marginal students shall be maintained including (1) critical student profile run/file, (2) advising run, (3) current copy of permanent record, (4) copies of admissions and petition stipulations, and (5) other stipulations and recommendations.

c. The CSA shall outline curriculum, course sequence, special sessions and other academic requirements (copy in files).

Tutoring Program

a. A structures tutoring program shall be maintained in each college and DUS.

b. The CSA shall supervise the tutoring program.

c. The tutors shall be provided according to the academic needs of the critical and marginal students.

d. The CSA shall maintain current lists of prospective tutors for subjects in which students demonstrate greatest need.

e. The tutor should be screened, oriented, utilized, and evaluated per the proposal, "The Development of a Tutorial Program" by Juel Smith (See attachment)

Peer Counseling Program

a. A structured peer counseling program shall be provided in each college and DUS.

b. The CSA should supervise the peer counseling program.

c. The CSA is responsible for screening and evaluating the peer counselors.

College Orientation Program

See description of SPECIAL ORIENTATION AND EVALUATION PROGRAM, College and DUS Offices Responsibilities, page .

College Level Organizations and Clubs

a. Where the CSA deems useful, college or department level organizations or clubs may be established for black students.

b. The clubs shall function as a means for facilitating strategically the academic and social adjustments resulting in cademic achievement.

c. The CSA shall maintain close supervision with this group, which may relate directly to peer counseling and tutoring programs.

d. College faculty and administrative personnel shall be encouraged to participate in club meetings and functions.

Relevance and Motivation Groups

a. Regular group counseling sessions may be structured in conjunction with college-level organizations or clubs for black students.

b. At least one group session each month should be conducted by a counseling psychologist.

c. Group sessions should be stipulated as a requirement for newly admitted, readmitted and continuing critical students.

d. The objectives of the group sessions are to (1) provide a vehicle for realistic self-appraisals, (2) assist in value judgements, (3) help the student in dealing with personal adjustments, (4) present straightforward appraisal of University life, generally, and USF, specifically, and how it relates to the minority students, and (5) provide a forum for discovering relationships between subject areas and the students' ethnic heritage, life, and career goals.

Recruiting Program

a. The CSA shall make regular 2+2 visits to community colleges and establish firm contacts with faculty, staff, and students. This shall be coordinated with the Community College Relations Office. Greatest efforts

END OF PORTION OF OVERALL PLAN SUBMITTED BY UNIVERSITY OF SOUTH FLORIDA

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